



English 1302: Research Writing and Literary Analysis
Section A1; CRN 20762; Online
Spring 2020

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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

Schedule

Make sure you check the schedule consistently and keep up with work in the class. Do not count on the Blackboard calendar instead of this schedule.


I will post weekly "What's Going On" videos and link those on the Announcements page. They are short and give you tips and important information for the week. It is important that you make sure to watch those.

We work on a weekly schedule and I run weeks from **Tuesday to Monday**, excluding the first week and finals week. That means that in general weekly things are due by Monday midnight. Anything that has a due date other than Monday midnight, will be clearly marked. There are a few of those on the schedule, so each week read ahead so you know what's coming up.

You have readings that are both online and in the *Writer's Reference*. See the Instructor Policy section of the syllabus for information on the *Writer's Reference*.

Jan. 21 - 27	Readings/Videos Online
Week 1	<input type="checkbox"/> Welcome to English 1302
Getting to know our Blackboard classroom, where we are going, and each other	<input type="checkbox"/> Syllabus: www.kelli.ninja/schedules.html
	<input type="checkbox"/> Research Assignment , pp. 1-4
	<input type="checkbox"/> How to Write a Research Question
	<input type="checkbox"/> What is an Academic Paper
	<input type="checkbox"/> Language, Tone and Audience
	Due
	<input type="checkbox"/> Quiz 1 (Our quizzes cover the readings/videos for the week. Make sure you've read them before you begin.)
	<input type="checkbox"/> Fill out the Contact Info Survey for a free 100.
	<input type="checkbox"/> Week 1 Discussion : Introduce yourself to your classmates and to me here. Just tell a little bit about yourself, your goals, interests, or anything else you'd like to share. I'll start things off.
	<input type="checkbox"/> Email me at kwood@epcc.edu . Let me know you've looked around our Blackboard and if you have any specific questions so far. You should always email me at that address as I don't check Blackboard email.

<p>Jan. 28 – Feb. 3</p> <p>Week 2</p>	<p>Readings/Videos Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Starting with a Question: Staying Curious (Video) <input type="checkbox"/> APA Format (Video) choose one: <ul style="list-style-type: none"> <input type="checkbox"/> APA Format: MS Word (Video) <input type="checkbox"/> APA Format: Google Docs (Video) <input type="checkbox"/> APA Format: Apple Pages (Video) <input type="checkbox"/> APA Format: Word for Apple (Video) <input type="checkbox"/> APA Format: Open Office (Video) <input type="checkbox"/> Writing down the Basics, APA Documentation Style – The Research Paper, pp. 79-99 <input type="checkbox"/> The 'Undue Weight' of Truth on Wikipedia <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> "APA Manuscript Format," pp. 479-482 <input type="checkbox"/> Pose Questions worth Exploring, pp 331-334 (This time only since you may still be waiting on your book, this reading is on Blackboard. It's in an announcement on the course home page.) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 2 <input type="checkbox"/> APA Format Assignment due on Blackboard <input type="checkbox"/> Week 2 Discussion: What kinds of things are you thinking about researching? What makes you want to find out more about them? Explain those things. When you respond to your classmates, comment on their ideas in terms of other things they might lead to or be related to, or in terms of some things you might know about as possible things or places to research. <input type="checkbox"/> Topic Question due by email—send it to me at kwood@epcc.edu
<p>APA Format and Research Questions</p> <p>APA Format Assignment and Topic Questions due!</p>	

<p>Feb. 4 - 10</p> <p>Week 3</p>	<p>Check for the topic response from me, and begin finding research—I'll be working on these throughout the week. Then work on finding research and reading it. Next week, the Source Prewriting is due.</p>
<p>Sources: finding them, evaluating them, and citing them.</p> <p>Practice with sources and citations, as well as Grammarly.</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Doing Research using EPCC'S Library Search and Google Scholar (Video) <input type="checkbox"/> APA Citation Basics (Video) <input type="checkbox"/> What Kind of Source is This? (Video) <input type="checkbox"/> Reading and Using Scholarly Articles (Video) <input type="checkbox"/> Writing down the Basics <ul style="list-style-type: none"> ▪ Finding Research – Reading a Formal Research Study," pp. 100-102 ▪ Formal Writing, pp. 53-59 <input type="checkbox"/> Evaluating Websites: Techniques to Apply and Questions to Ask <ul style="list-style-type: none"> ▪ Read the "Home" and "Scholarly & Popular Sources" tabs:  <ul style="list-style-type: none"> <input type="checkbox"/> Grammarly Signup and Report (Video) <input type="checkbox"/> How to Write a Summary <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> "Read Like a Writer," – "Guidelines for Writing a Summary," pp. 61-64, and <input type="checkbox"/> "Reading Arguments," pp. 78-86 <input type="checkbox"/> APA, "Citing Sources" – "Documenting Sources," pp. 440-465 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 3 <input type="checkbox"/> Week 3 Discussion: We all know that you can't trust everything you read or hear, and figuring out whether a source is good or not is all about that. What are some of the strategies that work best for you when you're trying to figure out whether something is a good source? These can be things you do on your own as well as things we read about for this week. Make sure to respond to at least two classmates and use your grammar tools. <input type="checkbox"/> Identify and Evaluate Sources Exercise. You can take this unlimited times until the end of our "week," but it will take some time to do, so don't put it off until then. <input type="checkbox"/> Sign up for Grammarly: Make sure you're at www.grammarly.com/edu/signup and use your EPCC email address! (If you signed up last semester and did not sign up to the right place—www.grammarly.com/edu/signup and don't have the Premium version, contact me as I'll get our Grammarly guy to fix that.)

<p>Feb. 11 - 17</p> <hr/> <p>Week 4</p> <hr/> <p>Some grammar review and Source Prewriting due!</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Commas: Lists, Sentences, Direct Address, and Exclamations (Video) <input type="checkbox"/> Commas: Extra Information (Video) <input type="checkbox"/> Quotation Marks or watch the Video <input type="checkbox"/> Research Assignment, Prewriting Assignments, pp. 5-8 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 4 <input type="checkbox"/> Week 4 Discussion: What sources are you finding helpful in doing your research and citation in addition to what we've gone over in class? Share anything you've found helpful and help each other out. If it's a source for citation, tell what you like about specifically. <input type="checkbox"/> Source Prewriting due to "Turn in Research Assignments Here" link on Blackboard <ul style="list-style-type: none"> o Remember, the Prewriting is just a short version of the Annotated Bibliography that I'll give you feedback on early in the next week so that you can fix any things that need it in the final Annotated Bibliography.
<p>Feb. 18 - 24</p> <hr/> <p>Week 5</p> <hr/> <p>I will be getting comments back to you on your Prewriting so that you can fix things and ask me questions as you turn it into a full Annotated Bibliography.</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Misc. Punctuation: Hyphen, dash, ellipses, parentheses, brackets (Video) <input type="checkbox"/> Research Assignment, Annotated Bibliography, p. 9. This is due next time we meet in the classroom. <input type="checkbox"/> Writing an Annotated Bibliography <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reviewing, Revising, and Editing – Proofread the Final Manuscript pp 19-31 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 5 <input type="checkbox"/> Week 5 Discussion: What have you found the most challenging in doing this so far and what seems fairly easy? What things are you doing as when you actually sit down to write that are helpful—they can be very practical, simple things. Sometimes those are the most helpful.

<p>Feb. 25 – Mar. 2</p> <p>Week 6</p>	<p>NOTES: Remember, if you want to get writing center extra credit, you need to go at least one day before the draft is due.</p> <p>I HIGHLY recommend you go to the writing center. Don't wait until the last minute. It's first come, first served at campus locations, and the online writing center requires a 48 hour turnaround time.</p> <p>Your work doesn't have to be done to get some feedback on it. They can help you with what you have, and that will help as you go forward. The same goes for workshop.</p> <hr/> <p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> From Annotated Bibliography to Draft (video) <input type="checkbox"/> Sample Research Essay: Stigma Busters (video) <input type="checkbox"/> Research Assignment: Workshop-Draft pp 9-18 <ul style="list-style-type: none"> ○ As you work on your draft, use the grading criteria to make sure you're doing these things. If you can't find it in your essay, I probably won't be able to either. So, use this as your final checklist as you work on getting this ready to turn in. <input type="checkbox"/> Writing down the Basics <ul style="list-style-type: none"> ○ Argument Essays p 76 ○ The Down-and-Dirty Method for Writing a Research Paper pp 80-81 <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> ○ Supporting a Thesis – Anticipating and Countering Alternative Interpretations pp 437-440 ○ Writing Arguments – Writing Guide: Argument Essay, pp 87-100 <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quiz 6 <input type="checkbox"/> Annotated Bibliography with Grammarly Report <ul style="list-style-type: none"> ○ Due on the "Turn Research Assignments in Here" page.
<p>Mar. 3 - 9</p> <p>Week 7</p> <p>Finishing the Research Essay Draft.</p>	<p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Research Exam <input type="checkbox"/> Research Draft due on Blackboard with Grammarly Report. <input type="checkbox"/> Week 7 Discussion: What have you learned about writing a research paper? What things slow you down or are challenging, and what things help you or can you do for yourself to help out? These may be very simple practical things as well as more technical things.

<p>Mar. 10-23 (Spring break is Mar. 11-20) Week 8</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction and Overview to Writing about Film (Video) <input type="checkbox"/> Film Exam and Essay <input type="checkbox"/> Writing about Film <input type="checkbox"/> Yale Film Analysis Guide: Basic Terms, <i>Mise-en-Scene</i>
<p>Introduction to writing about film</p> <p>Learning MLA Format</p> <p><i>*As we go through film and fiction, I will include Video Walkthroughs with most of the samples. There I read and discuss the sample. Make sure to check out at least one video walkthrough a week as I'm explaining (teaching) how to do this kind of writing in those.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Our Time is Up (Video) <input type="checkbox"/> Sample Essay: Life Does not Wait on Time and <i>*Video Walkthrough</i> <input type="checkbox"/> The Fridge Part 1 & The Fridge Part 2 (Video) <input type="checkbox"/> Cinematography and <i>The Fridge</i> (Video) <input type="checkbox"/> Writing down the Basics, MLA format-Numbers in MLA, pp 54-69 <input type="checkbox"/> Formatting MLA Papers (Choose one): <ul style="list-style-type: none"> <input type="checkbox"/> MLA Format: MS Word (Video) <input type="checkbox"/> MLA Format: Google Docs (Video) <input type="checkbox"/> MLA Format: Open Office (Video) <input type="checkbox"/> MLA Format: Apple Pages (Video) <input type="checkbox"/> MLA Format: Word for Apple (Video) <input type="checkbox"/> MLA Format Assignment <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Quiz 7 <input type="checkbox"/> Week 8 Discussion: Use one of the questions from the Film Exam and In-Class Essay page and write a paragraph about one of these films we watched for this week. It's just practice, so, just throw an idea out there. Give some feedback on others' ideas too. <input type="checkbox"/> MLA Format Assignment due on Blackboard

Mar. 24 – 30

Week 9

Read Online

- [Yale Film Analysis Guide: Cinematography](#)
- [A Good Shot](#)
- [Things to notice in *A Good Shot*](#)
- *Sample Essay:
 - [Video Walkthrough: Calm to Frantic](#)
 - Essay: [Calm to Frantic](#)
- [My Name is Lisa](#)
- [Things to notice in *My Name is Lisa*](#)
- *Sample Essay:
 - [Video Walkthrough: Who Are You?](#)
 - Essay: [Who Are You?](#)
- [Lovefield](#)
- [Things to notice in *Lovefield*](#)
- *Sample Essay:
 - [Video Walkthrough: The Bigger Picture in *Lovefield*](#)
 - Essay: [The Bigger Picture in *Lovefield*](#)
- [10 Minutes](#)
- [Things to notice in *10 Minutes*](#)
- *Sample Essay:
 - [Video Walkthrough: Sound, Color and Lighting Speak Louder than Words](#)
 - Essay: [Sound, Color and Lighting Speak Louder than Words](#)

Due

- [Blackboard: Quiz 8](#)
- [Week 9 Discussion](#): Use one of the questions from the [Film Exam and In-Class Essay](#) page and write a paragraph about one of these films we watched for this week. It's just practice, so, just throw an idea out there. Give some feedback on others' ideas too.

<p>Mar. 31 – Apr. 6</p> <p>Week 10</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics, Writing about Film, pp 102-104 <input type="checkbox"/> Yale Film Analysis Guide: Editing and Sound <input type="checkbox"/> Pretty Dead Girl Part 1 & Part 2 (Make sure to watch the whole thing) <input type="checkbox"/> Things to notice in <i>Pretty Dead Girl</i> <input type="checkbox"/> Sample Essay: <ul style="list-style-type: none"> ○ *Video Walkthrough: Sound Changes Everything ○ Essay: Sound Changes Everything <input type="checkbox"/> Delusions of Modern Primitivism <input type="checkbox"/> Things to notice in <i>Delusions of Modern Primitivism</i> <input type="checkbox"/> Sample Essay: Peeling Back the Layers: <i>Delusions in Modern Primitivism</i> <input type="checkbox"/> A professional sample: Modernity and Mise-en-scene: Terry Gilliam and Brazil (pdf version) <input type="checkbox"/> Film Essay Homework (This isn't due until next week, but it helps you outline your essay, so you might want to take a look at it now. You can do it early.) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Quiz 9 <input type="checkbox"/> Week 10 Discussion: Use one of the questions from the Film Exam and In-Class Essay page and write a paragraph about one of these films we watched for this week. It's just practice, so, just throw an idea out there. Give some feedback on others' ideas too.
<p>Apr. 7 - 13</p> <p>Week 11</p>	<p>Watch Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wrecked You will write your essay about this movie. <ul style="list-style-type: none"> ○ Video: Some post-<i>Wrecked</i> watching tips and thoughts—I go through some key things to notice, and at the end <i>talk about some important technical aspects</i> of writing about this film. The handout referred to in this video. <input type="checkbox"/> Extras: <ul style="list-style-type: none"> ○ A form you may want to use to help you make notes as you watch—it gives some of the most prevalent things to look at. I hand this out in class for students to make notes as they watch the movie. (rtf file—it should work with all word processors) ○ Review Writing down the Basics, Argument Essays p 98—keep in mind that this is the basic structure for this type of essay. <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Film Essay Homework (Use this to draft your essay.) <input type="checkbox"/> Film Exam <input type="checkbox"/> Film Essay

<p>Apr. 14 - 20</p> <p>Week 12</p> <p>Nov. 15th, last day to drop/withdraw</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fiction Exam and Essay <input type="checkbox"/> Literature (Fiction) <input type="checkbox"/> The Necklace <ul style="list-style-type: none"> o Video: Developing a Literary Argument: The Necklace with the Sample "(Un)Making Mathilde, o OR o Developing a Literary Argument: The Necklace (PDF) and o Sample Essay: (Un)Making Mathilde: Description as Character in Guy de Maupassant's "The Necklace" <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading to form an Interpretation, pp. L3-L8 (Lit section, online version, pp. 3-8) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Quiz 10 <input type="checkbox"/> Week 12 Discussion: Choose ONE of the questions and answer it. Respond to someone else's comments with an explanation of either why you agree or why you see it another way using further examples or quotes from the story. <ul style="list-style-type: none"> o Questions on Blackboard Week 12 discussion
<p>Apr. 21 – 27</p> <p>Week 13</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> A & P <input type="checkbox"/> Sample Essay: Why Sammy Really Quits <input type="checkbox"/> The Tell-Tale Heart <input type="checkbox"/> Sample Essay: "The Tell-Tale Heart": A Nineteenth Century Emotional Rollercoaster (PDF) <input type="checkbox"/> How to Integrate Quotations from a Work of Fiction <input type="checkbox"/> How Thug Notes interprets "The Tell-Tale Heart" Notice the use of quotes and specific quotes in the analysis to support the point. <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Observing the Conventions of Literature Papers, pp. L12-L14 (Lit section, online version, pp. 15-16) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Quiz 11 <input type="checkbox"/> Week 13 Discussion: Choose ONE of the questions and answer it. Respond to someone else's comments with an explanation of either why you agree or why you see it another way using further examples or quotes from the story. <ul style="list-style-type: none"> o Questions on Blackboard Week 13 discussion

<p>Apr. 28 – May 4</p> <p>Week 14</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Good Man is Hard to Find <input type="checkbox"/> Where are You Going? Where Have You Been? <input type="checkbox"/> So, where's the connection and why did you have us read these horrible stories, Kelli? (Video) <input type="checkbox"/> Sample Essay: A Good Grandma is Hard to Find (PDF) <input type="checkbox"/> Fiction Essay Homework (This isn't due until next week, but you might want to take a look at it and think about it, or get it done this week so you have more time to finalize your draft.) <p>Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Blackboard: Quiz 12 <input type="checkbox"/> Week 14 Discussion: What do you think about the moments of grace in these stories as I discussed in the video? Do you buy my reading? If so, why? Do you read it another way? If you checked out any of the other articles I linked in the description to the video, do you buy any of those?
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<p>May 5- 13</p> <p>Week 15 and 16</p> <p>**Note that the essay and exam are due by Wednesday, 5/13.**</p>	<p>Read Online</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Woman Who Tried to Be Good <input type="checkbox"/> The Door <input type="checkbox"/> Dude, what is up with that wacky story, Kelli? <input type="checkbox"/> Sample Essay: Changing of the Doors <p>Read <i>Writer's Reference</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Planning the Paper-Writing the Paper, pp L-8 – L-12 (Lit section, online version, pp. 9-1— [pdf pages 14-16]) <p>**Due by 5/11—Monday**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Final Research Essay <p>**Due by 5/13—Wednesday**</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fiction Exam <input type="checkbox"/> Fiction Homework <input type="checkbox"/> Fiction Essay and/or Film Essay Revision due <ul style="list-style-type: none"> <input type="checkbox"/> If you're revising the film essay, turn it in to the same link you turned in your original. When you go into the link, just click on "Start New," and turn in the revision there. <input type="checkbox"/> Final Discussion: Overall, what have you learned to do to help yourself approach writing in the future? What things have helped? What things stall you in writing? Also, share any thanks, kudos, and final thoughts with classmates. 	<p>Final Essay Links</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Wall"—You will write your final essay about this story. The questions for the essay are at the end of the story. <input type="checkbox"/> Tips <ul style="list-style-type: none"> <input type="checkbox"/> Read the story through <i>before</i> reading the questions. Then take some time away from it. <input type="checkbox"/> When you come back, re-read the questions, and decide which one you'll answer, and go through the story again, looking for specific evidence to support your answer (thesis), and then do the Fiction Homework to layout your basic draft.
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