



**English 1302: Research Writing and Literary Analysis**  
**CRN 20440; Online**  
**Spring 2019**

**Instructor:** Kelli Wood

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

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

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

(Go to: [www.tiny.cc/chatwithaninja](http://www.tiny.cc/chatwithaninja))

"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 expect to transfer this course, you generally must make a C or better.

**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
2. Supplements
  - a) My website: [www.kelli.ninja](http://www.kelli.ninja)
  - b) *Writing down the Basics*.
    - (1) [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.)

**IV. Materials**

- A. Access to the internet.
- B. Access to Microsoft Word on your own computer or via the computer lab.
  - 1. *If you need a copy of Microsoft Office, you can [get Word free](#).*
  - 2. *If you use Apple Pages or Word for Apple, make sure to save your documents in Word format: doc or docx. [See this link for help with that](#).*

**V. Attendance:** (5% of total grade)

Attendance is expected and essential in any classroom environment. Attendance is especially important in the online environment.

- A. Drops for Non-Attendance
  - 1. If you have not logged in within the first two weeks of the course, I will drop you.
  - 2. If you do not participate in class for two consecutive weeks without notifying me and discussing your situation, I may drop you.
- B. If you anticipate being without computer access for a week or more (work or out-of-town commitment), you must contact me at least a week beforehand so that we can work out a schedule, otherwise I may drop you.
- C. I will only work out an alternate schedule for you if you are in good standing (getting your work done and participating in the course).
- D. We follow the college schedule. Look ahead to make plans as needed. I'm more than willing to work with you to get things done early when possible.
  - 1. It is your responsibility to let me know if your name ever disappears from Blackboard or Banner. Your name not being there indicates a registration problem you need to deal with quickly. I can help direct you to staff who can assist you with those issues.
- E. Ultimately, it is your responsibility to drop the course if you are not going to be able to complete it.
- F. 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.

**VI. Participation:** (5% of total grade)

Part of your grade is based on participation in class discussions and collaborative work. 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 assignments and submit your assignments on time.
- C. 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.
- D. Follow the guidelines of [netiquette](#).
- E. I will drop you for disorderly conduct, abusive 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.
- F. Come to class with a good attitude, a sense of humor, and a willingness to work and learn.

**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. Assignments

All work should be typed and formatted according to standard formatting we will study in class.

### A. Course Work (15% of 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 cover the assigned readings for the day.
  - i. For technical problems with Blackboard, contact the EPCC Help Desk (24/7) at 888-296-0863
  - ii. You should use the same login information you use to login for registration
- b. Quizzes will close at midnight on Monday of most weeks. See the schedule for dates and times.
- c. You *cannot make up missed quizzes*, however, you can work ahead.
- d. All Exams (research, film, and fiction) count twice in this section.

#### 2. Homework

- a. You will have homework (prewritings) with the research project. The assigned due dates are listed on the schedule. Late policy applies. (See section IX.)
- b. With each critical essay, you will have an assigned homework. This is due on the date of the in-class essay. It cannot be turned in after that date.

#### 3. Discussion

- a. Each week you will have a discussion response due in the Weekly Discussions section on Blackboard.
- b. These cannot be re-created and therefore cannot be made up after the closing date.
- c. When you participate in group discussions, you should post your thoughts, and then respond to at least two classmate's ideas.
  - i. This is a public discussion forum, so the whole class is participating. You need to reply thoughtfully to the discussion questions and to the responses your peers post; merely saying "I agree" is not enough. Explain your responses.
  - ii. Pay attention to your grammar and spelling.
- d. For full credit you must respond to the entire prompt and you must respond to your classmates; however, you don't have to reply to all of your peers' postings—you should respond to at least two.
- e. I am looking for thoughtful responses in the conversation on a consistent basis. (80% for your original post/20% for response to classmates)

(Discussions, cont.)

- f. You should participate in a timely manner. The class works best when everyone works together. If you wait until the last minute, you are not really participating. And your classmates have no obligation to respond to your posts at the last minute.
- g. When communicating online, remember that you convey tone with word choice and the use of emoticons, bold, all caps, etc. Be polite, write in proper English, and do not write in all caps.

**B. Essays (75% of grade)**

Essays should be turned in by the due date. Essays and their accompanying assignments should be formatted according to the styles studied in class.

**1. Research Project**

- a. The researched essay will count as 30% of your total grade.
- b. If you do not have your workshop draft ready for discussion on the due date or you do not turn in your first draft of your research paper within the accepted dates, you will be dropped from the course.
- c. The related assignments will count as 20% of your total grade.
  - i. Related assignments include the topic questions, source prewritings, Safe Assign, and the workshop draft.

**C. Critical Essays**

- 1. You will write two critical essays. The critical essays will count as 25% of the total grade.

**D. Essay Extra Credit**

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

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

**IX. Late Work**

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

- 1. Quizzes *cannot* be done after the due date (see above)
- 2. In general, I will not accept work that is more than five (5) days late. In addition, you will lose five (5) points for each day the work is late. *Some assignments have different late work periods. Make sure to read carefully.*

*(Late Work, cont.)*

3. You will not receive the feedback you would have gotten had the assignment been submitted on time.
4. The only time I will accept works beyond the late due date is if you meet the following conditions
  - a) Your work is late due to catastrophic circumstances beyond your control. (Unexpected injury, a serious auto accident, etc. It must be credibly documented.)
  - b) You must be in good standing in the class at the time of the incident. (Consistent attendance, work, and participation.)
  - c) You must notify me as soon as possible and arrange to meet with me to discuss plans for catching up. (In extreme circumstances, have someone notify me on your behalf.)
5. I reserve the right to determine whether or not your circumstance qualifies for this exception and whether or not you meet the conditions listed above.
6. NO LATE WORK WILL BE ACCEPTED DURING FINALS WEEK.

## **X. 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	15%	C	70-79
Research Assignments	20%	D	60-69
Research Essay	30%	F	0-59
Critical Essays	25%		

## **XI. Pursuit of Course Objectives**

- A. If you fail to complete at least half of class work or attend more than half the class meetings before the drop date, it will be assumed that you have ceased to pursue the objectives of the course and you will be dropped from the course.

## **XII. Record-Keeping**

- A. **Keep all of the work you do for this class until final grades have been posted.** In the event of fire, theft, or loss of my grade book, you may need to produce all work you've done. Additionally, we may have projects that require you to use past course work. Make sure to save your major writing assignments, and as a backup, I suggest

*(Record Keeping, cont.)*

you email a copy of them to yourself or use some other method to assure you have an extra copy.

### **XIII. 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.

### **XIV. Schedule**

- A. The schedule is attached at the end of this handout and is given on Blackboard under the Weekly Assignments link.
- 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.

### **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. If you cannot make it to my office hours, let me know and we can schedule a time that works for both of us.
- 3. If I must cancel my office hours for a meeting, appointment, or other business, I will do my best to let you know beforehand.

#### **B. Email**

- 1. I expect you to use your EPCC account for all communication related to your course work.
- 2. When you email me, or any of your teachers for that matter, you need to make sure that you identify who you are and which class you're in.
- 3. *Always include a subject line **and** a message. Any attachment sent without a subject line and message will be deleted.*
- 4. Use your class days and time in the subject line. For example, "MW 1 pm" is be fine.
  - a) [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.

(Email, cont.)

6. I will always do my best to respond to you in a timely manner, but remember that I teach a number of other classes in addition to my other duties at the college. I generally don't check email on 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 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 Blackboard Links 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>

**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
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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 1302</u>
COURSE TITLE	<u>Research Writing</u> <u>and Literary Analysis (C)</u>
COURSE CREDIT HOURS	<u>3</u> <u>3</u> <u>:</u> <u>0</u> Credits      Lec      Lab

#### I. Catalog Description

Continues intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasizes effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts (including artistic literature); systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions including the application of these to literature. **Prerequisite:** ENGL 1301 with a "C" or better. (3:0).

#### II. Course Objectives

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

- A. Refine and extend composition, reading, research and logic skills.
- B. Engage in **critical thinking skills**, creative thinking, innovation, and inquiry, and demonstrate analysis, evaluation and synthesis of information.
- C. Effectively use information resources such as libraries, field research, experts, and mass media.
- D. Demonstrate effective written, oral, and/or visual **communication skills**.
- E. Organize research data and commentary to develop an effective and unique thesis.
- F. Compose an acceptable research paper including proper use of sources according to the current MLA, APA, and/or a current scientific format.
- G. Use of appropriate literary terminology.
- H. Exhibit analytical insight and appreciation of two literary types (short stories, poetry, drama, film, or novel).
- I. Write a minimum of two competent critical essays or equivalent writings with an interpretive/analytical emphasis.
- J. Demonstrate **personal responsibility skills** including the ability to connect choices, actions, and

consequences to ethical decision-making.

- K. (Recommended) Attend or view at least one interpretive performance of a piece of literature (poetry, reading, play, film, etc.).

### III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative research processes.
2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays.
3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence.
4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action.
5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.)

### IV. Evaluation

#### A. Pre-assessment

Instructors should check each student's prerequisites the first week of class. Those who do not qualify should be sent back to Admissions.

#### B. Post-assessment

1. The research project will count fifty percent of the course grade. This part of the grade should reflect evaluation of the various research steps as well as the final paper itself. It is up to the individual instructor to decide how much weight these preparatory steps will carry, but under no circumstances should the instructor base the entire research grade solely on the completed final product.
2. The assignments on literature will count for the other fifty percent of the course grade.
3. The instructor is required to schedule an appropriate activity for the final exam period. The completed research paper and critical analyses should be sufficient to demonstrate mastery of course content. The following are some suggested uses of the final exam period.
  - a. Students take an exam over assigned literature selections.
  - b. Students give oral presentations, which summarize their research projects.
  - c. Students write or submit a third literary paper such as an analysis or other interpretive writing based on a film, live performance, or novel.
  - d. Students view an appropriate audio-visual presentation.
  - e. Students meet with the instructor to review course work.

4. Plagiarism is both intellectual theft and academic dishonesty and will not be tolerated. Any work that is plagiarized could result in failure of the course. See the Student Handbook.

#### C. Remediation

1. Revision of research papers shall be allowed at the discretion of the instructor.
2. A critical analysis which is evaluated by the instructor as unsatisfactory may be rewritten at the discretion of the instructor.
3. Students needing assistance with writing problems should contact the instructor. Assistance is also available through the Writing Centers or other programs located at most of the campuses.
4. Make-up work and retakes of quizzes may be provided at the instructor's discretion.

D. Grading Percentages:

Grade percentages for determining a final grade may be revised by the individual instructor, but should approximate the following proportions: research 50% and literature 50%.

E. Grading Scale

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

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

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

**VI. 6 Drop Rule**

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

**VII. Title IX and Sex Discrimination**

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.

## Schedule

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Make sure you check the schedule consistently and keep up with work in the class. Have the readings/assignments listed for the day done by the time class begins.

Anything in **BOLD RED** is not yet uploaded. I will do that as we work through the semester.

**EACH TIME YOU RETURN HERE, MAKE SURE TO RELOAD THE PAGE BY CLICKING ON THE REFRESH SYMBOL.** If you're not sure how to do that, [click here for instructions](#).


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. That way you have both weekday and weekend time to do work to better fit your schedule, and since I don't generally check email on weekends, if you have any last minute questions you can email me and I can answer them Monday morning.

Anything that has a due date other than Monday midnight, will be clearly marked.

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*.

<b>Jan. 20-28</b>	<b>Readings/Videos Online</b>
<b>Week 1</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> <a href="#">Welcome to English 1302</a> (Video)</li><li><input type="checkbox"/> Syllabus: <a href="http://www.kelli.ninja/schedules.html">www.kelli.ninja/schedules.html</a></li><li><input type="checkbox"/> <a href="#">What is an Academic Paper</a></li><li><input type="checkbox"/> <a href="#">Academic Writing and a look at a Sample Essay: "Dying to be Beautiful"</a> (Video)<ul style="list-style-type: none"><li>To read the full essay, click here: <a href="#">Dying to Be Beautiful</a></li></ul></li></ul>
<b>Getting to know our Blackboard classroom, where we are going, and each other</b>	<b>Due</b> <ul style="list-style-type: none"><li><input type="checkbox"/> <a href="#">Quiz 1</a> (Our quizzes cover the readings for the week. Make sure you've read them before you begin.)</li><li><input type="checkbox"/> <a href="#">Fill out the Contact Info Survey</a> for a free 100.</li><li><input type="checkbox"/> <a href="#">Week 1 Discussion</a>: 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.</li><li><input type="checkbox"/> Email me at <a href="mailto:kwood@epcc.edu">kwood@epcc.edu</a>. Let me know you've looked around our Blackboard and if you have any specific questions so far.</li></ul>

<p><b>Jan. 29 – Feb. 4</b></p> <p><b>Week 2</b></p>	<p><b>Readings/Videos Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sample Essay: <a href="#">Finding the Zombie within Ourselves</a></li> <li><input type="checkbox"/> <a href="#">Research Assignment, pp 1-4</a></li> <li><input type="checkbox"/> <a href="#">Starting with a Question, well, Two</a> (Video)</li> <li><input type="checkbox"/> <a href="#">How to Write a Research Question</a></li> <li><input type="checkbox"/> <a href="#">Language, Tone and Audience</a></li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pose Questions worth Exploring, pp 331-334 (For this week only I've posted this reading on Blackboard so that you have time to get your book. It's in an announcement.)</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 2</a></li> <li><input type="checkbox"/> <a href="#">Week 2 Discussion</a>: 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.</li> <li><input type="checkbox"/> <a href="#">Research Topic Questions due on Blackboard</a> on the "Turn in Research Assignments Here" page.</li> </ul>
<p><b>Looking deeper at the research paper, and its tone and style.</b></p> <p><b>Topic Questions due!</b></p>	

<p><b>Feb. 5-11</b></p> <p><b>Week 3</b></p>	<p>Check for the journal response from me, and begin finding research—I'll be working on these throughout the week.</p>
<p><b>Sources: finding them and evaluating them.</b></p> <p><b>APA format.</b></p> <p><b>APA Format Assignment due!</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>▪ Formal Writing-Formal Voice and Style pp 46-51</li> <li>▪ Finding Research – Reading a Formal Research Study pp 89-91</li> </ul> </li> <li><input type="checkbox"/> <a href="#">Evaluating Websites: Techniques to Apply and Questions to Ask</a> <ul style="list-style-type: none"> <li>▪ Read the "Home" and "Scholarly &amp; Popular Sources" tabs:</li> </ul> </li> </ul>  <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">The 'Undue Weight' of Truth on Wikipedia</a></li> <li><input type="checkbox"/> Video: <a href="#">Doing Research using EPCC'S Library Search and Google Scholar</a></li> <li><input type="checkbox"/> <a href="#">APA Assignment</a></li> <li><input type="checkbox"/> Format your Essay in APA style (<b>Choose one</b>): <ul style="list-style-type: none"> <li>▪ <a href="#">APA Format: MS Word</a> (Video)</li> <li>▪ <a href="#">APA Format: Google Docs</a> (Video)</li> <li>▪ <a href="#">APA Format: Apple Pages</a> (Video)</li> <li>▪ <a href="#">APA Format: Word for Apple</a> (Video)</li> <li>▪ <a href="#">APA Format: Open Office</a> (Video)</li> </ul> </li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Map out a Search Strategy, Managing Information; Taking Notes Responsibly, and Evaluating Sources pp 334-358</li> <li><input type="checkbox"/> Manuscript Format pp 479-482</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 3</a></li> <li><input type="checkbox"/> <a href="#">Week 3 Discussion</a>: 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.</li> <li><input type="checkbox"/> <a href="#">APA Format Assignment</a> due on <a href="#">Blackboard</a></li> </ul>

<p><b>Feb. 12-18</b></p> <p><b>Week 4</b></p>	<p>Prewritings are due next week, so make sure you are finding and reading your research. Let me know if you need some help. If you want to turn them in early, just make sure you do next week's readings early too.</p>
<p><b>Some grammar review.</b></p> <p><b>More on sources and citation.</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Commas</a> or watch the <a href="#">Video</a></li> <li><input type="checkbox"/> <a href="#">Quotation Marks</a> or watch the <a href="#">Video</a></li> <li><input type="checkbox"/> <a href="#">Research Assignment, Source Prewritings, pp 5-8</a></li> <li><input type="checkbox"/> <a href="#">When to Summarize, Paraphrase, and Quote</a></li> <li><input type="checkbox"/> <a href="#">Documentation Overview: Mapping Your Sources</a> (Video)</li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, APA pp. 70-86</li> <li><input type="checkbox"/> <a href="#">APA Citation Basics</a> (Video)</li> <li><input type="checkbox"/> <a href="#">Grammarly Signup and Report</a> (Video)</li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Citing Sources; Avoiding Plagiarism Synthesize Sources and Documenting Sources pp 440-450</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 4</a></li> <li><input type="checkbox"/> <a href="#">Week 4 Discussion</a>: 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.</li> <li><input type="checkbox"/> Do the <a href="#">APA Citation Review</a>: I have to put these grades in manually, so they won't show up on Blackboard immediately.</li> <li><input type="checkbox"/> Sign up for <a href="#">Grammarly</a>: Make sure you're at <a href="http://www.grammarly.com/edu/signup">www.grammarly.com/edu/signup</a> and <b>use your EPCC email address!</b></li> </ul>

<p><b>Feb. 19-25</b></p> <p><b>Week 5</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Misc. Punctuation: Hyphen, dash, ellipses, parentheses, brackets</a> (Video)</li> <li><input type="checkbox"/> <a href="#">Writing an Annotated Bibliography</a></li> <li><input type="checkbox"/> <a href="#">How to Write a Summary</a></li> <li><input type="checkbox"/> <a href="#">Stigma Busters</a> (My video read-through)</li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reviewing, Revising, and Editing – Proofread the Final Manuscript pp 19-31</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 5</a></li> <li><input type="checkbox"/> <a href="#">Week 5 Discussion</a>: 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.</li> <li><input type="checkbox"/> <a href="#">Source Prewriting 1</a> with Grammarly Report due</li> <li><input type="checkbox"/> <a href="#">Source Prewriting 2</a> with Grammarly Report due <ul style="list-style-type: none"> <li>▪ The Prewritings are due on the "Turn Research Assignments in Here" page.</li> </ul> </li> </ul> <hr/> <p><b>Note:</b> Your draft is due next week for workshop feedback. It doesn't have to be complete, but should be a substantial start on the essay so you can get some feedback from classmates. I'll be getting back to you on the prewritings so you can also use that advice as you finish up your paper.</p>
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<p><b>Feb. 26 - Mar. 4</b></p> <p><b>Week 6</b></p>	<p><b>NOTES:</b></p> <p>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 <b>HIGHLY</b> recommend you go to the writing center. Don't wait until the last minute. It's first come, first served at campus locations, and <b>the <a href="#">online writing center</a> requires a 48 hour turnaround time.</b></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><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Assignment: Workshop pp 9-17</a> <ul style="list-style-type: none"> <li>○ 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.</li> </ul> </li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>○ Argument Essays p 76</li> <li>○ The Down-and-Dirty Method for Writing a Research Paper pp 80-81</li> </ul> </li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supporting a Thesis – Anticipating and Countering Alternative Interpretations pp 437-440</li> <li><input type="checkbox"/> Writing Arguments – Writing Guide: Argument Essay, pp 87-100</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quiz 6</a></li> <li><input type="checkbox"/> <a href="#">Research Workshop</a>: Post a draft of your essay to the Research Workshop Group discussion board. Use the file I attached there to respond to others' papers in your group. <ul style="list-style-type: none"> <li>○ The link for workshop is at the bottom of the Course Menu on the left of the Blackboard class page. Get there by clicking on Research Workshop Group and then Group Discussion board.</li> <li>○ Make sure to set aside some extra time for this.</li> </ul> </li> </ul>
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<p><b>Mar. 5-11</b></p> <p><b>Week 7</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Assignment: Research Draft, pp 10-15</a></li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Blackboard: Research Exam</a></li> <li><input type="checkbox"/> <a href="#">Research Draft due</a> on <a href="#">Blackboard</a> with Grammarly Report. Make sure to use SafeAssign</li> <li><input type="checkbox"/> <a href="#">Week 7 Discussion</a>: 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?</li> </ul>
<p><b>Finishing up the Research Essay.</b></p>	
<p><b>Mar. 12-18</b></p> <p><b>Week 8</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Introduction and Overview to Writing about Film</a> (Video)</li> <li><input type="checkbox"/> <a href="#">Film Exam and In-Class Essay</a></li> <li><input type="checkbox"/> <a href="#">Writing about Film</a></li> <li><input type="checkbox"/> <a href="#">Yale Film Analysis Guide</a>: Basic Terms, <i>Mise-en-Scene</i></li> <li><input type="checkbox"/> <a href="#">Our Time is Up</a> (Video)</li> <li><input type="checkbox"/> Sample Essay: <a href="#">Life Does not Wait on Time</a> and <a href="#">Video Walkthrough</a></li> <li><input type="checkbox"/> <a href="#">The Fridge Part 1</a> &amp; <a href="#">The Fridge Part 2</a> (Video)</li> <li><input type="checkbox"/> <a href="#">Cinematography and The Fridge</a> (Video)</li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, MLA format-Numbers in MLA, pp 54-69</li> <li><input type="checkbox"/> Formatting MLA Papers (<b>Choose one</b>): <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">MLA Format: MS Word</a> (Video)</li> <li><input type="checkbox"/> <a href="#">MLA Format: Google Docs</a> (Video)</li> <li><input type="checkbox"/> <a href="#">MLA Format: Open Office</a> (Video)</li> <li><input type="checkbox"/> <a href="#">MLA Format: Apple Pages</a> (Video)</li> <li><input type="checkbox"/> <a href="#">MLA Format: Word for Apple</a> (Video)</li> </ul> </li> <li><input type="checkbox"/> <a href="#">MLA Format Assignment</a></li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Blackboard: Quiz 7</a></li> <li><input type="checkbox"/> <a href="#">Discussion</a>: Use one of the questions from the <a href="#">Film Exam and In-Class Essay</a> 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.</li> <li><input type="checkbox"/> <a href="#">MLA Format Assignment</a> due on Blackboard</li> </ul>
<p><b>Introduction to writing about film</b></p> <p><b>Learning MLA Format</b></p>	

**The 18<sup>th</sup> – the 22<sup>nd</sup> is Spring Break**

<p><b>3/26 – 4/1</b></p> <p><b>Week 9</b></p> <p><b>*As we go through film and fiction, I will include Video Walkthroughs with most of the samples. There I read and discuss the sample.</b></p> <p><b>Make sure you check out at least one version of the sample essays.</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Yale Film Analysis Guide: Cinematography</a></li> <li><input type="checkbox"/> <a href="#">A Good Shot</a></li> <li><input type="checkbox"/> <a href="#">Things to notice in <i>A Good Shot</i></a></li> <li><input type="checkbox"/> *Sample Essay: <ul style="list-style-type: none"> <li>o <a href="#">Video Walkthrough: Calm to Frantic</a></li> <li>o Essay: <a href="#">Calm to Frantic</a></li> </ul> </li> <li><input type="checkbox"/> <a href="#">My Name is Lisa</a></li> <li><input type="checkbox"/> <a href="#">Things to notice in <i>My Name is Lisa</i></a></li> <li><input type="checkbox"/> *Sample Essay: <ul style="list-style-type: none"> <li>o <a href="#">Video Walkthrough: Who Are You?</a></li> <li>o Essay: <a href="#">Who Are You?</a></li> </ul> </li> <li><input type="checkbox"/> <a href="#">Lovefield</a></li> <li><input type="checkbox"/> <a href="#">Things to notice in <i>Lovefield</i></a></li> <li><input type="checkbox"/> *Sample Essay: <ul style="list-style-type: none"> <li>o <a href="#">Video Walkthrough: The Bigger Picture in <i>Lovefield</i></a></li> <li>o Essay: <a href="#">The Bigger Picture in <i>Lovefield</i></a></li> </ul> </li> <li><input type="checkbox"/> <a href="#">10 Minutes</a></li> <li><input type="checkbox"/> <a href="#">Things to notice in <i>10 Minutes</i></a></li> <li><input type="checkbox"/> *Sample Essay: <ul style="list-style-type: none"> <li>o <a href="#">Video Walkthrough: Sound, Color and Lighting Speak Louder than Words</a></li> <li>o Essay: <a href="#">Sound, Color and Lighting Speak Louder than Words</a></li> </ul> </li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Blackboard: Quiz 8</a></li> <li><input type="checkbox"/> <a href="#">Discussion</a>: Use one of the questions from the <a href="#">Film Exam and In-Class Essay</a> 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.</li> </ul>
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<p><b>4/2 - 8</b> <b>Week 10</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, Writing about Film, pp 102-104</li> <li><input type="checkbox"/> <a href="#">Yale Film Analysis Guide: Editing and Sound</a></li> <li><input type="checkbox"/> <a href="#">Pretty Dead Girl Part 1</a> &amp; <a href="#">Part 2</a> (Make sure to watch the whole thing)</li> <li><input type="checkbox"/> <a href="#">Things to notice in <i>Pretty Dead Girl</i></a></li> <li><input type="checkbox"/> Sample Essay: <ul style="list-style-type: none"> <li>○ <a href="#">*Video Walkthrough: Sound Changes Everything</a></li> <li>○ Essay: <a href="#">Sound Changes Everything</a></li> </ul> </li> <li><input type="checkbox"/> <a href="#">Delusions of Modern Primitivism Part 1</a> &amp; <a href="#">Part 2</a> (make sure and watch it all)</li> <li><input type="checkbox"/> <a href="#">Things to notice in <i>Delusions of Modern Primitivism</i></a></li> <li><input type="checkbox"/> Sample Essay: <a href="#">Peeling Back the Layers: <i>Delusions in Modern Primitivism</i></a></li> <li><input type="checkbox"/> A professional sample: <a href="#">Modernity and Mise-en-scene: Terry Gilliam and Brazil</a> (<a href="#">pdf version</a>)</li> <li><input type="checkbox"/> <a href="#">Film Essay Homework</a> (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.)</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Blackboard: Quiz 9</a></li> <li><input type="checkbox"/> <a href="#">Discussion</a>: Use one of the questions from the <a href="#">Film Exam and In-Class Essay</a> 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.</li> </ul>
<p><b>4/9 – 15</b> <b>Week 11</b></p>	<p><b>Watch Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Wrecked</a> You will write your essay about this movie for your essay.</li> <li><input type="checkbox"/> Extras: <ul style="list-style-type: none"> <li>○ <a href="#">A form you may want to use to help you make notes as you watch</a>—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)</li> <li>○ Video: <a href="#">Some post- <i>Wrecked</i> watching tips and thoughts</a>—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. <ul style="list-style-type: none"> <li>▪ <a href="#">The handout referred to in the video above</a></li> </ul> </li> </ul> </li> <li><input type="checkbox"/> Review <a href="#">Writing down the Basics</a>, Argument Essays p 76—keep in mind that this is the basic structure for this type of essay.</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Film Essay Homework</a> (Use this to draft your essay.)</li> <li><input type="checkbox"/> <a href="#">Film Exam</a></li> <li><input type="checkbox"/> <a href="#">Film Essay</a></li> </ul>

<p><b>4/16 – 22</b></p> <p><b>Week 12</b></p> <p><b>April 18<sup>th</sup>, last day to drop/withdraw</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Fiction Exam and In-Class Essay</a></li> <li><input type="checkbox"/> <a href="#">Literature (Fiction)</a></li> <li><input type="checkbox"/> <a href="#">The Necklace</a> <ul style="list-style-type: none"> <li>o Video: <a href="#">Developing a Literary Argument: The Necklace with the Sample "(Un)Making Mathilde,</a></li> <li>o OR</li> <li>o <a href="#">Developing a Literary Argument: The Necklace (PDF)</a> and</li> <li>o Sample Essay: <a href="#">(Un)Making Mathilde: Description as Character in Guy de Maupassant's "The Necklace"</a></li> </ul> </li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading to form an Interpretation, pp. L3-L8 (Lit section, <a href="#">online version</a>, pp. 3-8)</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Blackboard: Quiz 10</a></li> <li><input type="checkbox"/> Discussion: Choose ONE of the questions and answer it. Respond to someone else's comments with either an explanation of why you agree or why you see it another way using further examples or quotes from the story. <ul style="list-style-type: none"> <li>o Questions on Blackboard Week 12 discussion</li> </ul> </li> </ul>
<p align="center"><b>Research Final due April 28<sup>th</sup>, midnight</b></p>	
<p><b>4/23 – 4/29</b></p> <p><b>Week 13</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">A &amp; P</a></li> <li><input type="checkbox"/> Sample Essay: <a href="#">Why Sammy Really Quits</a></li> <li><input type="checkbox"/> <a href="#">The Tell-Tale Heart</a></li> <li><input type="checkbox"/> Sample Essay: <a href="#">"The Tell-Tale Heart": A Nineteenth Century Emotional Rollercoaster (PDF)</a></li> <li><input type="checkbox"/> <a href="#">How to Integrate Quotations from a Work of Fiction</a></li> <li><input type="checkbox"/> <a href="#">How Thug Notes interprets "The Tell-Tale Heart"</a> Notice the use of quotes and specific quotes in the analysis to support the point.</li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observing the Conventions of Literature Papers, pp. L12-L14 (Lit section, <a href="#">online version</a>, pp. 15-16)</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Blackboard: Quiz 11</a></li> <li><input type="checkbox"/> Discussion: Choose ONE of the questions and answer it. Respond to someone else's comments with either an explanation of why you agree or why you see it another way using further examples or quotes from the story. <ul style="list-style-type: none"> <li>o Questions on Blackboard Week 13 discussion</li> </ul> </li> </ul>

<p><b>4/30 – 5/6</b></p> <p><b>Week 14</b></p>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">A Good Man is Hard to Find</a></li> <li><input type="checkbox"/> <a href="#">Where are You Going? Where Have You Been?</a></li> <li><input type="checkbox"/> <a href="#">So, where's the connection and why did you have us read these horrible stories, Kelli?</a> (Video)</li> <li><input type="checkbox"/> Sample Essay: <a href="#">A Good Grandma is Hard to Find</a> (PDF)</li> <li><input type="checkbox"/> <a href="#">Fiction Essay Homework</a> (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.)</li> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Blackboard: Quiz 12</a></li> <li><input type="checkbox"/> <a href="#">Discussion</a>: What do you think about the moments of grace in these stories as I discussed in the <a href="#">video</a>? 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?</li> </ul>		
<p><b>5/7 – 5/15</b></p> <p><b>Week 15 and 16</b></p> <p><b>**Note that the essay is due by Wednesday, 5/15.**</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">The Woman Who Tried to Be Good</a></li> <li><input type="checkbox"/> <a href="#">The Door</a></li> <li><input type="checkbox"/> <a href="#">Dude, what is up with that wacky story, Kelli?</a></li> <li><input type="checkbox"/> Sample Essay: <a href="#">Changing of the Doors</a></li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Planning the Paper-Writing the Paper, pp L-8 – L-12 (Lit section, <a href="#">online version</a>, pp. 9-1— [pdf pages 14-16])</li> </ul> <p><b>Due by 5/15--Wednesday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Fiction Exam</a></li> <li><input type="checkbox"/> <a href="#">Fiction Homework</a></li> <li><input type="checkbox"/> <a href="#">Fiction Essay due</a></li> <li><input type="checkbox"/> 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?</li> </ul> </td><td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">"Wall"</a>—You will write your final essay about this story.</li> <li><input type="checkbox"/> Here are the <a href="#">questions and reminders</a> for the final essay.</li> <li><input type="checkbox"/> <b>Tips</b> <ul style="list-style-type: none"> <li>○ Read the story through <i>before</i> reading the questions. Then take some time away from it.</li> <li>○ When you come back, re-read the questions and decide which one you'll answer, and go through the story and do the Film Homework to layout your basic draft.</li> </ul> </li> </ul> </td></tr> </table>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">The Woman Who Tried to Be Good</a></li> <li><input type="checkbox"/> <a href="#">The Door</a></li> <li><input type="checkbox"/> <a href="#">Dude, what is up with that wacky story, Kelli?</a></li> <li><input type="checkbox"/> Sample Essay: <a href="#">Changing of the Doors</a></li> </ul> <p><b>Read <i>Writer's Reference</i></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Planning the Paper-Writing the Paper, pp L-8 – L-12 (Lit section, <a href="#">online version</a>, pp. 9-1— [pdf pages 14-16])</li> </ul> <p><b>Due by 5/15--Wednesday</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Fiction Exam</a></li> <li><input type="checkbox"/> <a href="#">Fiction Homework</a></li> <li><input type="checkbox"/> <a href="#">Fiction Essay due</a></li> <li><input type="checkbox"/> 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?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">"Wall"</a>—You will write your final essay about this story.</li> <li><input type="checkbox"/> Here are the <a href="#">questions and reminders</a> for the final essay.</li> <li><input type="checkbox"/> <b>Tips</b> <ul style="list-style-type: none"> <li>○ Read the story through <i>before</i> reading the questions. Then take some time away from it.</li> <li>○ When you come back, re-read the questions and decide which one you'll answer, and go through the story and do the Film Homework to layout your basic draft.</li> </ul> </li> </ul>
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