



**English 1302: Research Writing and Literary Analysis**  
**CRN 21589; T/Th 10-11:20**  
**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 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, 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.

- A. More than three absences will adversely affect your grade.
  - 1. The only excused absences are those students who must miss class for military duty, emergency services (EMS, fire department, police department), or college sponsored activities.
    - a) In order to be excused you must provide written notification of the reason and duration of your absence two weeks in advance, except in cases of emergency.
- B. I will take attendance every day. I reserve the right to strike your name from the sign-in sheet for the day if you simply sign-in and then leave.
- C. I use the Early Alert program the college has subscribed to in order to track and encourage attendance. When I log class attendance records on it, it will generate and send you an email if you have been absent. I try to log attendance each day after class, but sometimes get behind, which may result in multiple emails. In the end, it is your job to make sure you sign in each class period.
- D. It is your responsibility to let me know if your name ever disappears from the sign-in sheet. I update it from the official list regularly, so your name not being there indicates a registration problem you need to deal with quickly. I can help direct you to staff who can assist you with those issues.
- E. If you anticipate being absent from a scheduled class it is *your responsibility* to make up missed work, though group work, quizzes and other collaborative exercises cannot be recreated. If you must miss class, arrive prepared at the next class meeting.
- F. Drops for Non-Attendance
  - 1. If you do not attend during the first week of class, I will drop you.
    - a) I will only make exceptions to this in situations where I am contacted beforehand and any work that was due during the first week was turned in with me as pre-arranged.
  - 2. If you miss two consecutive weeks of class without contacting me or having someone contact me on your behalf, I may drop you.
  - 3. After five non-consecutive absences, I may drop you from the course.
- G. Ultimately, it is your responsibility to drop the course if you are not going to be able to complete it.
- H. If I do not drop you and you miss more than one-fourth of the class, your final grade will be dropped by one letter grade.

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

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

- A. Be prepared for class.
- B. Read *all required readings* and have your assignments ready for submission at the beginning of class.
- C. Do not bring children to or wear headphones during class.
- D. I do not want to see your cell phone in class unless we are working on something that requires internet access. Turn your phone off or put it on silent and put it away. If you must constantly check your phone, find another section or consider taking an online class.
  - 1. If for a pressing emergency, you must answer a call, leave the room to do so.
  - 2. If I hear your cell phone or you are using it in class to text or post, I reserve the right to answer your calls, respond to your text messages, or place posts on any social media apps or sites you have open.
- E. Refrain from sleeping or engaging in side conversations, doing homework, or studying for other classes during our class.
- F. Be respectful of your peers and instructor at all times. Avoid making prejudicial remarks regarding anyone's race, ethnicity, social class, gender, sexual orientation, physical appearance, age, disability, or any other kinds of differences. Avoid activities that could be perceived as sexual harassment.
- G. I will drop you for disorderly conduct or disruptive behavior as defined in the student code of conduct or if your behavior disrupts the learning environment. This includes but is not limited by items on the list above.
- H. Come to class with a good attitude, a sense of humor, and a willingness to work and learn.

## **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

Other than 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 in-class work.

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

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

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

### A. 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 are posted on [Blackboard](#) and 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 ten minutes before class begins.
- 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. In-Class Group Work

- a. This cannot be re-created and therefore cannot be made up. It does not appear on the schedule as it's dependent on circumstance and need.

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

Essays should be turned in at the beginning of class. If you arrive late to class, your essay may be counted late. *Do not skip class or come to class late in order to finish an essay.* 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 in-class work 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, in-class draft, Safe Assign, and the workshop draft.
    - a) Source prewritings are not accepted after the essay is turned in unless they have been reviewed/stamped by me before the essay was due.

### 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 Prewriting 1.*

## IX. Late Work

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

1. *Quizzes cannot be done after the due date (see above)*
2. *In general, I will not accept work that is more than five (5) school days late. In addition, you will lose five (5) points for each day the work is late. 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.**  
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 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 you email a copy of them to yourself.

## **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. It is very important that you make sure you have a copy of it throughout the semester as it tells you what we'll be doing in class and what homework you need to have done. If you lose your copy, let me know as soon as possible so that I can get you another one. It is also available on [my website](#).
- B. The schedule is tentative and subject to change. I will change it only to best support our learning throughout the semester. If there are any major changes to the schedule, I'll give those to you in writing. Minor changes will be announced in class.

## **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.*

(Email, cont.)

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.
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**

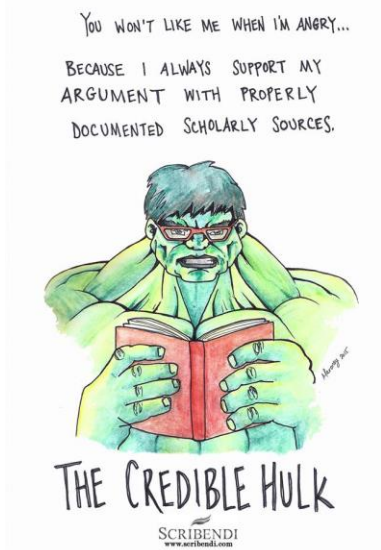

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." 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


To get started, go to [www.kelli.ninja](http://www.kelli.ninja) and click on **SCHEDULES** to find the online version of this schedule. There you can just click on the linked readings.

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.

Date	What's due	What we'll do in class
<b>1/22 T</b>	Make sure you have completed items in this column by the time you come to class on the date listed. 	<input type="checkbox"/> Syllabus: <a href="http://www.kelli.ninja/schedules.html">www.kelli.ninja/schedules.html</a> <input type="checkbox"/> Website: <a href="http://www.kelli.ninja/">http://www.kelli.ninja/</a> <input type="checkbox"/> <a href="#">Blackboard</a> <input type="checkbox"/> Where to Start: Ask a Question
<b>1/24 Th</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Research Assignment, pp 1-2</a>  <b>Due</b> <input type="checkbox"/> <a href="#">Blackboard: Quiz 1</a> (This quiz also includes questions about policies in the syllabus.) <input type="checkbox"/> <a href="#">Fill out the Contact Info Survey</a> for a free 100.	<input type="checkbox"/> Sample Essay (APA): <a href="#">Dying to Be Beautiful</a>  <input type="checkbox"/>
<b>1/29 T</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">How to Write a Research Question</a> <input type="checkbox"/> <a href="#">What is an Academic Paper</a> <input type="checkbox"/> <a href="#">Language, Tone and Audience</a>  <b>Read <i>Writer's Reference</i></b> <input type="checkbox"/> Pose Questions worth Exploring, pp 331-334 (This time <b>only</b> since you may still be waiting on your book, this reading is on Blackboard. It's in an announcement on the course home page.)  <b>Due</b> <input type="checkbox"/> <a href="#">Blackboard: Quiz 2</a>	<input type="checkbox"/> <a href="#">Research Assignment: Topic Questions</a>  

Date	What's due	What we'll do in class
<b>1/31</b> <b>Th</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Assignment, Topic Questions pp 3-4</a></li> <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> </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> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Topic Questions due on Blackboard</a></li> <li><input type="checkbox"/> <a href="#">Blackboard: Quiz 3</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Commas</a></li> <li><input type="checkbox"/> <a href="#">Grammarly</a></li> <li><input type="checkbox"/> Sample: <a href="#">Finding the Zombie within Ourselves</a></li> <li><input type="checkbox"/> Using Citation Generators (<a href="#">Citefast</a>)</li> </ul> 
<b>2/5</b> <b>T</b>	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>▪ 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>  <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Blackboard: Quiz 4</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Grammarly</a></li> <li><input type="checkbox"/> <a href="#">APA Assignment</a></li> <li><input type="checkbox"/> Practicing Citation</li> </ul>

Date	What's due	What we'll do in class
2/7 Th	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, APA pp. 70-86</li> <li><input type="checkbox"/> Video—choose <b>ONE</b> (I suggest you watch and pause as you format your APA Assignment): <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">MS Word</a></li> <li><input type="checkbox"/> <a href="#">Google Docs</a></li> <li><input type="checkbox"/> <a href="#">Mac/Apple Pages</a> (but, don't forget the author note as the sample in the APA section of our books illustrate!)</li> </ul> </li> <li><input type="checkbox"/> Video: <a href="#">Grammarly Signup and Report</a></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> <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="#">APA Assignment</a> due on <a href="#">Blackboard</a></li> <li><input type="checkbox"/> Sign up for <a href="#">Grammarly</a> <b>Make sure to use your EPCC email address!</b></li> <li><input type="checkbox"/> Check for the journal response from me, and begin finding research.</li> <li><input type="checkbox"/> <a href="#">Blackboard: Quiz 5</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Quotation Marks</a></li> <li><input type="checkbox"/> <a href="#">General Overview of Documentation (PDF)</a></li> <li><input type="checkbox"/> Practicing Documentation</li> </ul> <p>Make sure you go to <a href="https://www.grammarly.com/edu/signup">https://www.grammarly.com/edu/signup</a> when you sign up for Grammarly and use your EPCC email address. (Both of the links here get you to the right place.)</p>
2/12 T	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Blackboard: Quiz 6</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Assignment, Source Prewritings, pp 5-8</a></li> </ul>
2/14 Th	<p><b>Read Online</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Blackboard: Quiz 7</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Misc. Punctuation: Hyphen, dash, ellipses, parentheses, brackets</a></li> </ul>
2/19 T	<p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bring in Research</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Research and Citation</li> </ul>
2/21 Th	<p><b>Due</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Source Prewriting 1</a> with Grammarly Report due in class</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prewriting Workshop</li> </ul>

Date	What's due	What we'll do in class
2/26 T	<b>Due</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Source Prewriting 1</a> revised with copies from last time, including original Grammarly Report</li> <li><input type="checkbox"/> <a href="#">Source Prewriting 2</a> with Grammarly Report due in class</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prewriting Workshop</li> <li><input type="checkbox"/> Conference Schedule</li> </ul>
2/28 Th	<b>Due</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conferences in my office room 1101. My conference is: _____</b></li> <li><input type="checkbox"/> <b>Make sure you're reading, re-reading, and making notes on your research.</b></li> </ul>	
3/5 T	<b>Read Online</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Assignment, In-Class Drafting, p 9</a></li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>Argument Essays p 87</li> <li>The Down-and-Dirty Method for Writing a Research Paper pp 91-93</li> </ul> </li> </ul> <b>Read <i>Writer's Reference</i></b> <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> <b>Due</b> <a href="#">Blackboard: Quiz 8</a>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">In-Class Drafting</a></li> </ul> <p>Hulk trying to craft cogent thesis statement.</p> <p>It tricky to condense entire argument into focused declarative phrase and still assert Hulk's conclusions.</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 on Blackboard.</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 there.</p>
3/7 Th	<b>Read Online</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Assignment: Workshop pp 9-10</a></li> </ul> <b>Read <i>Writer's Reference</i></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reviewing, Revising, and Editing – Proofread the Final Manuscript pp 19-31</li> </ul> <b>Due</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Blackboard: Research Exam</a></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Essay Rubric</a></li> <li><input type="checkbox"/> Blackboard Upload and using SafeAssign</li> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Questions</li> </ul> <p>Remember, if you want to get writing center extra credit, you need to go at least one day before the draft is due. I <b>HIGHLY</b> recommend you go to the writing center. Don't wait until the last minute. It's first come, first served there.</p>
3/12 T	<b>Read Online</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Assignment: Research Draft, pp 10-15</a></li> </ul> <b>Due</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Research Essay draft due</a>. <i>Bring a draft of your essay. This is an in-class activity, and you must be present to get credit for it.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop</li> </ul>

Date	What's due	What we'll do in class
<b>3/14 Th</b>	<b>Due</b> <input type="checkbox"/> <a href="#">Research Draft due</a> on <a href="#">Blackboard</a> with Grammarly Report. Make sure to use SafeAssign	<input type="checkbox"/> Conference Schedule <input type="checkbox"/> Introduction to Film—Genre <input type="checkbox"/> <a href="#">Our Time is Up</a>
<b>Spring Break March 18-22</b>		
<b>3/26 T</b>	<input type="checkbox"/> <b>Conferences in my office room 1101</b>  <input type="checkbox"/> <b>My conference is:</b> _____	
<b>3/28 Th</b>		
<b>4/2 T</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Film Exam and In-Class Essay</a> <input type="checkbox"/> <a href="#">Writing down the Basics</a> , MLA format—Numbers in MLA, pp 54-69 <input type="checkbox"/> Videos—choose one <ul style="list-style-type: none"> <li>○ <a href="#">MS Word</a></li> <li>○ <a href="#">Google Docs</a></li> <li>○ <a href="#">Mac/Apple Pages</a></li> </ul> <b>Due</b> <input type="checkbox"/> <a href="#">Blackboard: Quiz 9</a>	<input type="checkbox"/> MLA Citation and Format Questions <input type="checkbox"/> Sample Essay: <a href="#">Life Does not Wait on Time</a> <input type="checkbox"/> Introduction to <a href="#">Yale Film Analysis Guide</a> <input type="checkbox"/> <a href="#">The Fridge</a> <input type="checkbox"/> <a href="#">Cinematography and The Fridge</a>
<b>4/4 Th</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Writing about Film</a> <input type="checkbox"/> <a href="#">Yale Film Analysis Guide</a> : Basic Terms, <i>Mise-en-Scene</i> , and Cinematography  <b>Due</b> <input type="checkbox"/> <a href="#">Blackboard: Quiz 10</a>	<input type="checkbox"/> <a href="#">A Good Shot</a> <input type="checkbox"/> Sample: <a href="#">Calm to Frantic</a> <input type="checkbox"/> <a href="#">My Name is Lisa</a> <input type="checkbox"/> Sample Essay: <a href="#">Who are You?</a> <input type="checkbox"/> <a href="#">Lovefield</a> <input type="checkbox"/> Sample Essay: <a href="#">The Bigger Picture in Lovefield</a> <input type="checkbox"/> <a href="#">10 Minutes</a> <input type="checkbox"/> Sample Essay: <a href="#">Sound, Color and Lighting Speak Louder than Words</a>
<b>4/9 T</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Writing down the Basics</a> , Writing about Film, pp 102-104 <input type="checkbox"/> Sample Essay: <a href="#">The Effects of Sound in a Good Shot</a> <input type="checkbox"/> <a href="#">Modernity and Mise-en-scene: Terry Gilliam and Brazil</a> (pdf version) <input type="checkbox"/> <a href="#">Yale Film Analysis Guide</a> : Editing and Sound  <b>Due</b> <input type="checkbox"/> <a href="#">Blackboard: Quiz 11</a>	<input type="checkbox"/> <a href="#">Pretty Dead Girl</a> <input type="checkbox"/> Sample: <a href="#">Sound Changes Everything</a> <input type="checkbox"/> <a href="#">Delusions of Modern Primitivism</a>



Date	What's due	What we'll do in class
<b>4/11 Th</b>	<b>Due</b> <input type="checkbox"/> Be here	<input type="checkbox"/> <a href="#">Wrecked</a> <input type="checkbox"/> If you miss class come by my office and get the homework handout—it will be on the door.
<b>4/16 T</b>	<b>Due</b> <input type="checkbox"/> Read the <a href="#">Yale Film Analysis Guide</a> as you take the <a href="#">Blackboard: Film Exam</a> <input type="checkbox"/> <a href="#">Last day to turn in Final Research Essay</a>	<input type="checkbox"/> <a href="#">Wrecked</a> <input type="checkbox"/> If you miss class come by my office and get the homework handout—it will be on the door.
<b>Last day to Withdraw: 4/18</b>		
<b>4/18 Th</b>	<b>Due</b> <input type="checkbox"/> <a href="#">Film Essay Homework</a> (This is the handout you received in class. If you were present, you already have this.)	<input type="checkbox"/> Film Essay: In-class
<b>4/23 T</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">Fiction Exam and In-Class Essay</a> <input type="checkbox"/> <a href="#">Literature (Fiction)</a> <input type="checkbox"/> <a href="#">The Necklace</a>  <b>Read <i>Writer's Reference</i></b> <input type="checkbox"/> Reading to form an Interpretation, pp. L3-L8 (Lit section, <a href="#">online version</a> , pp. 3-8 [pdf pages 5-10])  <b>Due</b> <input type="checkbox"/> <a href="#">Blackboard: Quiz 12</a>	<input type="checkbox"/> <a href="#">Developing a Literary Argument: The Necklace</a> (PDF) <input type="checkbox"/> Sample Essay: <a href="#">(Un)Making Mathilde: Description as Character in Guy de Maupassant's "The Necklace"</a>
<b>4/25 Th</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">A &amp; P</a> <input type="checkbox"/> <a href="#">The Tell-Tale Heart</a> <input type="checkbox"/> <a href="#">How to Integrate Quotations from a Work of Fiction</a>  <b>Read <i>Writer's Reference</i></b> <input type="checkbox"/> Observing the Conventions of Literature Papers, pp. L12-L14 (Lit section, <a href="#">online version</a> , pp. 15-16 [pdf pages 17-18])  <b>Due</b> <input type="checkbox"/> <a href="#">Blackboard: Quiz 13</a>	<input type="checkbox"/> In-Class Practice <input type="checkbox"/> Sample Essay: <a href="#">Why Sammy Really Quits</a> <input type="checkbox"/> Sample Essay: <a href="#">"The Tell-Tale Heart": A Nineteenth Century Emotional Rollercoaster</a> (PDF)

Date	What's due	What we'll do in class
<b>4/30 T</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">A Good Man is Hard to Find</a> <input type="checkbox"/> <a href="#">Where are You Going? Where Have You Been?</a>  <b>Due</b> <input type="checkbox"/> <a href="#">Blackboard: Quiz 14</a>	<input type="checkbox"/> In-Class Practice <input type="checkbox"/> Sample Essay: <a href="#">A Good Grandma is Hard to Find</a> (PDF)
<b>5/2 Th</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">The Woman Who Tried to Be Good</a>  <b>Due</b> <input type="checkbox"/> <a href="#">Blackboard: Quiz 15</a>	<input type="checkbox"/> In-Class Practice
<b>5/7 T</b>	<b>Read Online</b> <input type="checkbox"/> <a href="#">The Door</a>  <b>Read <i>Writer's Reference</i></b> <input type="checkbox"/> Planning the Paper-Writing the Paper, pp L-8 – L-12 (Lit section, <a href="#">online version</a> , pp. 9-14—[pdf pages 14-16])  <b>Due</b> <input type="checkbox"/> <a href="#">Blackboard Fiction Exam</a>	<input type="checkbox"/> Sample Essay: <a href="#">Changing of the Doors</a> <input type="checkbox"/> I will hand out the story and questions for your final essay. <b>If you miss class come by my office and get the handouts—they'll be on the door.</b>
<b>5/9 Th</b>	<b>Due</b> <input type="checkbox"/> <a href="#">Fiction Homework</a> (This is the handout you received in class. If you were present, you already have this.)	<input type="checkbox"/> Fiction: In-Class Essay
<b>5/13-17 FINALS WEEK</b>	<b>OUR FINAL MEETING TIME IS TUESDAY, May 14th 10-12</b>	<input type="checkbox"/> Final work and discussion