



English 1301: Composition I

FALL 2025 | M/W-Fort Bliss
CRN 11168

DAILY SCHEDULE

Contact Information

Email

kwood@epcc.edu

Talk/Text

[505-437-1948](tel:505-437-1948), [What's App](#),
[Teams app](#) or [Discord](#)

Web

www.kelli.ninja

In-Office hours: MW 2-3, T/Th 1:00-4:00, F 11-1, Room 1101, TM

Text or call for quick questions during [reasonable hours](#)

Online Conferences: [Schedule a conference](#)

[1301 Syllabus & Policies](#)



Digital
Schedule

Go to Blackboard and click on the link there or go to **www.kelli.ninja** and click on **Schedules** where you can download a digital copy of this daily schedule to access the links.



Refresh
your
Schedule

Make sure to refresh and check the schedule on a regular basis. You should look over homework and what we'll do in class for the week ahead at the beginning of the week, then check it at least one day before each class meeting to have time to complete lessons and homework before coming to class.



View or
Review
later

If you are absent during class time or want to review, find our class recordings on this playlist: [1301 MW @ 5:30 pm](#)

If you have an appointment or cannot attend during class time, you will be counted absent, but you should watch the class lecture through the playlist link above and take notes to turn in at the start of the next class. Again, see the [Class Notes assignment](#) for instructions on turning them in.

However, remember that this is a face-to-face class. If things go wrong with the technology, that's part of the price of missing class. I suggest you make friends with someone in class and contact them about what went on in class as well. In addition, some days are not conducive to recordings as they are based on group-work or other similar activities.

| DATE | HOMEWORK <i>Do this BEFORE class begins</i> | IN-CLASS |
|--|--|--|
| Week 1 8/25 M | READ WATCH <ul style="list-style-type: none"> <input type="checkbox"/> Class Notes Assignment <input type="checkbox"/> The Myth of the Good Writer <input type="checkbox"/> Emblematic Essay Assignment | <ul style="list-style-type: none"> <input type="checkbox"/> Intro to the course, technology, and learning format <input type="checkbox"/> kelli.ninja <input type="checkbox"/> Blackboard <input type="checkbox"/> Can your teacher win at the name game? <input type="checkbox"/> Class Notes Assignment <input type="checkbox"/> The Myth of the Good Writer |
| 8/27 W | READ WATCH <ul style="list-style-type: none"> <input type="checkbox"/> Emblematic Essay Assignment (intro audio overview) <input type="checkbox"/> Beford Reader, Successful College Writing, pp 267-273 <input type="checkbox"/> How I Take Notes: The Best Note Taking Method Jim Kwik (Video @ 11 mins) DUE online <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus Quiz—this covers key things in the syllabus. Make sure you read Instructor Policies & Syllabus and use it as you complete the quiz. <input type="checkbox"/> Contact form: Fill this out for a free 100! You will need to sign in to MyEPCC for this. If you've forgotten your login or password, click here. | <ul style="list-style-type: none"> <input type="checkbox"/> Emblematic Essay Assignment <ul style="list-style-type: none"> Student Sample: Just Like Papi Guero <input type="checkbox"/> Emblematic Essay Prewriting 1 In-class ~~~~Working Break~~~~ <input type="checkbox"/> What I like about Jim Kwik's ideas <input type="checkbox"/> Student Sample: The Hand-Me-Downs <input type="checkbox"/> Emblematic Essay Prewriting 2 Student Sample: The Grand Old Piano <input type="checkbox"/> Emblematic Essay Prewriting 3 ~~~~Working Break~~~~ <input type="checkbox"/> Student Sample: Seasoning a Bond <input type="checkbox"/> Drafting your Essay <ul style="list-style-type: none"> Sharing and planning In-class writing ~~~~Working Break~~~~ <input type="checkbox"/> Look at MLA format |
| Week 2 9/1 - M | LABOR DAY—NO CLASSES | |
| 9/3 W | READ WATCH <ul style="list-style-type: none"> <input type="checkbox"/> Student Sample: Seasoning a Bond <input type="checkbox"/> Emblem Essay—Drafting (Video @ 5 mins) <ul style="list-style-type: none"> <i>AFTER you finish prewritings 2 and 3, read through these and write out a draft of your Emblem essay in your notebook (if you want to type it up you can). Be ready to share during class.</i> <input type="checkbox"/> BBS Successful College Writing, pp 267-273 (BBS=Beford Bookshelf) <input type="checkbox"/> How I Take Notes: The Best Note Taking Method Jim Kwik (Video @ 11 mins) DUE in class (in your notebook) <ul style="list-style-type: none"> <input type="checkbox"/> Emblematic Essay Prewriting 2 <input type="checkbox"/> Emblematic Essay Prewriting 3 <input type="checkbox"/> Draft (see READ WATCH) | <ul style="list-style-type: none"> <input type="checkbox"/> Emblem Essay Discussion <input type="checkbox"/> Workshop <input type="checkbox"/> Reflections <input type="checkbox"/> What I like about Jim Kwik's ideas <input type="checkbox"/> Sharing Essay drafts and plans for final. <input type="checkbox"/> What's Up Next <input type="checkbox"/> Discussion Board <input type="checkbox"/> Sociology of Gossip |

| DATE | HOMEWORK <i>Do this BEFORE class begins</i> | IN-CLASS |
|---|---|--|
| Week 3 9/8 M | <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> BBS Successful College Writing: Active Reading and Responding. Pp 19-33—A Guide to Active Reading – Reading Digital Text Differently <input type="checkbox"/> How ChatGPT Slowly Destroys Your Brain (Video) What things do you find hard to really think deeply about? What things do you think you aren't good at learning? What are some times you've really learned something? How did that feel and how did you get to that point? <input type="checkbox"/> Beauty Filters Are Changing the Way Young Girls See Themselves (Pdf) <p>Use these to help you get your Essay format correct</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formatting MLA Papers (Choose one): <ul style="list-style-type: none"> ○ MLA Format: MS Word (Video) ○ MLA Format: Apple Pages (Video) ○ MLA Format: Word for Apple (Video) <p>DUE on Blackboard</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emblem Essay <input type="checkbox"/> Emblem Reflection | <ul style="list-style-type: none"> <input type="checkbox"/> What I like about Jim Kwik's ideas <input type="checkbox"/> What's Up Next <input type="checkbox"/> Discussion Board <input type="checkbox"/> Sociology of Gossip <input type="checkbox"/> <input type="checkbox"/> Have notes on READ WATCH <input type="checkbox"/> Neuromarketing: How Brands Are Getting Your Brain to Buy More Stuff (Video) <input type="checkbox"/> Friend or Faux: Are Parasocial Relationships Healthy? <p>OPTIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> A short story: The Pedestrian <input type="checkbox"/> Captive: How the Ad Industry Pins Us Down |

| DATE | HOMEWORK <i>Do this BEFORE class begins</i> | IN-CLASS |
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| 9/10 W | <p align="center">We won't meet in the class: Online Assignments</p> <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics. Pp. 75-83, MLA Authors and Titles – MLA Work Cited Page Citations. <input type="checkbox"/> Chapter 5 of A Guide to Rhetoric, Genre, and Success in First-Year Writing: "Writing a Summary and Synthesizing" <input type="checkbox"/> The Perfect Match (There's a link for an audio version there too) <input type="checkbox"/> Data Brokers <p>Due on Blackboard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find something that you connect to our discussion and/or readings—an article, a song, a meme, a website, a video. <ul style="list-style-type: none"> ○ Make some notes on it ○ Share it on the Discussion Board on Blackboard. Explain what made you choose it or what it says between the lines or how it represents something in our current world, or. . . Just a few sentences. Proofread them! <p>Suggested Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Just Do It" (Audio-mp3 version) <input type="checkbox"/> Questions to Consider: "Just Do It" (Just to check out if you read the story. Note the quote from the author.) | |
| Week 4 9/15 M | <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> BBS From Inquiry to Academic Writing. Finding and Evaluating Sources. Pp. 190-198, Finding and Evaluating Sources – Evaluate the Information <input type="checkbox"/> Online Advertising & Tracking <input type="checkbox"/> How to Synthesize Written Information from Multiple Sources <input type="checkbox"/> Integrating Non-Traditional Sources in Academic Writing | <ul style="list-style-type: none"> <input type="checkbox"/> Have notes on READ WATCH and the things you're sharing. Be ready to discuss. <input type="checkbox"/> The Perfect Match |

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| 9/17 W | <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rocket Surgery (Website has text and audio podcast) <input type="checkbox"/> A History of Panic Over Entertainment Technology What are the authors really saying here? What is their main point—find a sentence or two that supports that. <p>Due in class and on Blackboard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find something that you connect to our discussion and/or readings—an article, a song, a meme, a website, a video. <ul style="list-style-type: none"> ○ Make some notes on it ○ Share it on the Discussion Board on Blackboard. Explain what made you choose it or what it says between the lines or how it represents something in our current world, or. . . Just a few sentences. Proofread them! | <ul style="list-style-type: none"> <input type="checkbox"/> Have notes on READ WATCH and the things you're sharing. Be ready to discuss. |
| Week 5 9/22 M | <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> What we know about TikTok content creators <input type="checkbox"/> A Closer Look at Americans' Experiences with News on TikTok <p>Due in class and on Blackboard:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Find something that you connect to our discussion and/or readings—an article, a song, a meme, a website, a video. <ul style="list-style-type: none"> ○ Make some notes on it ○ Share it on the Discussion Board on Blackboard. Explain what made you choose it or what it says between the lines or how it represents something in our current world, or. . . Just a few sentences. Proofread them! | <ul style="list-style-type: none"> <input type="checkbox"/> Here's why you want a really boring job (Video) <input type="checkbox"/> Symbols, Values & Norms: Crash Course Sociology #10 (Video) <input type="checkbox"/> Prewriting 1: Topic, Subtopic, Sources (Full text version) |
| 9/24 W | <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> What One High School Senior Wants You to Know about Phone Bans <input type="checkbox"/> High School Teachers Say Phone Distraction In Class Is A Big Problem In The US What are people saying now about the school phone bans. What are good points on both sides of this issue? <p>DUE in class Prewriting 1: Topic, Subtopic, Sources (Full text version)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Prewriting 2 (Full text version) <input type="checkbox"/> E2 PW3: Endings and Beginnings (Full text version) |

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| Week 6 9/29 M | READ WATCH <input type="checkbox"/> “How to Write a Synthesis Essay” DUE in class <input type="checkbox"/> Bring a written copy of your essay—print or handwritten. <input type="radio"/> This is an in-class activity. You must be here to get credit. <input type="checkbox"/> Be ready to share | <input type="checkbox"/> Workshop: This is a class activity—to get credit you must have drafts with you in either print or digital form. Print is best. 😊. |
| 10/1 W | READ WATCH <input type="checkbox"/> Chapter 8 of A Guide to Rhetoric, Genre, and Success in First-Year Writing: Making Academic Arguments. <input type="checkbox"/> APA Format (Video) choose ONE : <input type="radio"/> Format APA 7th ed in MS Word 365 (Video) <input type="radio"/> Format APA 7th ed in MS Word (Video) <input type="radio"/> Format APA 7th ed in Google Docs (Video) <input type="radio"/> APA 7th edition Apple Pages (Video) <input type="checkbox"/> Writing Down the Basics , pp. 96-110 Read/skim this section DUE <input type="checkbox"/> E3 Prewriting 1 : Print copy of E2, converted to APA format AND citation (APA format assignment) | <input type="checkbox"/> Review APA format and citations in groups <input type="checkbox"/> Unit 3: Big Write 2—Making your Point E3: Argument Essay Assignment <input type="checkbox"/> Moving from Informative to Argumentative Theses <input type="checkbox"/> Sample—Argument page |
| Week 7 10/6 M | READ WATCH <input type="checkbox"/> A Guide to Rhetoric, Genre, and Success. Chapter 8: Making Academic Arguments Do <input type="checkbox"/> Review your sources and think about what you see as your argument. Jot some notes on that and consider whether you need to find another/different source or two. If so, see what you can find and read and take notes on them. DUE on Blackboard <input type="checkbox"/> Informative Synthesis Essay <input type="checkbox"/> Reflection | <input type="checkbox"/> E3 Prewriting 2 <input type="radio"/> Get the Word format form here--to type/paste into. (For typing into) <input type="checkbox"/> PDF form here—print out and handwrite |
| 10/8 W | READ WATCH <input type="checkbox"/> Moving from Informative to Argumentative Theses | <input type="checkbox"/> Prewriting 3 : Final Drafting Steps (Use |

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| | <input type="checkbox"/> Using Personal Experience in Academic Arguments DUE in Class <input type="checkbox"/> E3 Prewriting 2 <input type="checkbox"/> Bring your notes, drafts and previous prewriting for this essay in to class with you. | this to help you refine the draft for workshop) |
| Week 8 10/13 M | READ WATCH <input type="checkbox"/> Prewriting 3 : Final Drafting Steps (Use this to help you refine the draft for workshop) DUE in class <input type="checkbox"/> Draft of Argument Essay | <input type="checkbox"/> Workshop and revision |
| 10/15 W | DUE on Blackboard <input type="checkbox"/> Argument Essay <input type="checkbox"/> Argument notebook Argument Reflection Final Discussion—these counts for points Consider these things. You might want to make some notes on your thoughts about them: <input type="checkbox"/> In terms of writing, what has helped you and what has been tricky or challenging this semester? Consider both things directly part of writing and practical habits or tricks. <input type="checkbox"/> What have you learned about professional communication through writing your letters and doing peer review/workshop? What do you feel you've gotten better at and what do you feel like you still need to work on. Look back at the rubric for this and give it some thought. What questions do we need to ask and consider in terms of our data is collected and used and how the media use that data, psychology, and our basic nature to market and sell things and ideas to us as well as other ethical conundrums surrounding these topics? | Final Exam period Monday, December 8th 5:30-7:30 <input type="checkbox"/> Discussion and Review |