



English 1301: Composition I

FALL 2025 | T/Th
CRN 10146 & 10148

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 1:10-4:00, 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 T/Th @ 10 am](#)

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 | What's Due <i>Homework to do BEFORE Class</i> | WHAT'S WE'LL DO IN-CLASS |
|--------------------------------|--|--|
| Week 1 8/26 T | <h1 style="text-align: center;">WELCOME</h1> | <input type="checkbox"/> Intro to the course, technology, and learning format |
| 8/28 Th | READ WATCH <input type="checkbox"/> The Myth of the Good Writer <input type="checkbox"/> Emblematic Essay Assignment DUE online <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 . Essay | <input type="checkbox"/> The Myth of the Good Writer <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 |
| Week 2 9/2 T | READ WATCH <input type="checkbox"/> Beford Bookshelf (BBS), Successful College Writing, pp 267-273 <input type="checkbox"/> How I Take Notes: The Best Note Taking Method Jim Kwik (Video @ 11 mins) DUE in class <input type="checkbox"/> Emblematic Essay Prewriting 1 | <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 |
| 9/4 Th | READ WATCH <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) DUE in class <input type="checkbox"/> Emblematic Essay Prewriting 2 | <input type="checkbox"/> Student Sample: The Grand Old Piano <input type="checkbox"/> Emblematic Essay Prewriting 3 |
| Week 3 9/9 T | DUE in class <input type="checkbox"/> Emblematic Essay Prewriting 3 Conferences Preference Form : check this out and let me know if you have any preferences for your conference time. | <input type="checkbox"/> Student Sample: Seasoning a Bond <input type="checkbox"/> Drafting Your Essay |

| DATE | What's Due <i>Homework to do BEFORE Class</i> | WHAT'S WE'LL DO IN-CLASS |
|------------|--|---|
| | | |
| 9/11 Th | DUE in class <input type="checkbox"/> BRING A WRITTEN COPY OF YOUR ESSAY—PRINT OR HANDWRITTEN. <ul style="list-style-type: none"> ○ This is an in-class activity. You must be here to get credit. ○ Be ready to share with your group | <input type="checkbox"/> Workshop <input type="checkbox"/> Conference & Attendance dates <input type="checkbox"/> Summary Response/Library Assignment |

| DATE | What's Due <i>Homework to do BEFORE Class</i> | WHAT'S WE'LL DO IN-CLASS |
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| <p align="center">Essay 1 Conferences</p> <p>During conference time, you and I will meet <i>once</i> during your scheduled conference time in my office. Otherwise, you will be working online. You need work through the things listed for Homework, and while I've separated them by days, you can choose how to pace yourself. Notes and any assignments during this time will be due when we come back from conference. Please do not leave them for the last moment.</p> | | |
|--|--|--|
| Week 4 9/16 T | <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing down the Basics. Pp. 59-70 and 75-86: Formal Writing – Documenting Resources <input type="checkbox"/> Is My Source Credible? <input type="checkbox"/> BBS Patterns for College Writing: Evaluating Sources. Pp. 720-727 <p>DO</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin work on your Summary Response/Library Assignment | <p>E1: Emblem Essay Conferences</p> <p>What?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bring your notebook and PRINTED essay draft. We'll chat about it. I have snacks and stickers! <p>Where?</p> <ul style="list-style-type: none"> <input type="checkbox"/> My office, Room 1101 (If you can't find it, ask someone—but also, follow the ninjas.) <p>Notes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance at conference time counts as attendance for the other days of class during conference time. <input type="checkbox"/> You can check your scheduled time on Blackboard. I will put the schedule at the top of the page. If you need to reschedule text or email me as soon as possible. |
| 9/18 Th | <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> BBS The Structure of Argument, Chapter 2: Critical Reading of Written Arguments. <input type="checkbox"/> Antioch University: Academic Tone in Formal Writing <input type="checkbox"/> How to Write a Summary | |
| Week 5 9/23 T | <p>READ WATCH</p> <ul style="list-style-type: none"> <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"/> BBS The Structure of Argument, Chapter 3: Critical Reading of Multimodal Arguments. <p>DO</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete the Summary Response/Library Assignment and finish up your notes for our return to class. | |

Remember, your [Reflection](#) for this essay will be due in a week.

| DATE | What's Due <i>Homework to do BEFORE Class</i> | WHAT'S WE'LL DO IN-CLASS |
|---------------------------------------|--|---|
| 9/25 Th | <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? <p>DUE on Blackboard</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emblematic Essay <p>DUE in class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Notes from conference weeks <input type="checkbox"/> Summary Response/Library Assignment printed out. <p>Suggested Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> A short story: The Pedestrian <input type="checkbox"/> Writing down the Basics, Literary Essays, pp. 122-124 | <ul style="list-style-type: none"> <input type="checkbox"/> Where we're going now. <input type="checkbox"/> Discussion Board |
| Week 6 9/30 T | <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Symbols, Values & Norms: Crash Course Sociology #10 (Video)The Five Key Questions and Core Concepts of Media Literacy <input type="checkbox"/> Beauty Filters Are Changing the Way Young Girls See Themselves (Pdf) <p>DUE on Blackboard</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emblem Essay Reflection <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 | <ul style="list-style-type: none"> <input type="checkbox"/> Sociology of Gossip <input type="checkbox"/> What is a good source? <input type="checkbox"/> Reading for information and credibility |

| DATE | What's Due <i>Homework to do BEFORE Class</i> | WHAT'S WE'LL DO IN-CLASS |
|------------------------|--|--|
| | current world, or. . . Just a few sentences. Proofread them! | |
| 10/2 Th | <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 <p>What are people saying now about the school phone bans. What are good points on both sides of this issue?</p> <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"/> Let's look at a formal study: Understanding Social Media Literacy: A Systematic Review of the Concept and Its Competences |
| Week 7 10/7 T | <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Perfect Match (There's a link for an audio version there too) <input type="checkbox"/> Data Brokers <input type="checkbox"/> Friend or Faux: Are Parasocial Relationships Healthy? <input type="checkbox"/> Suggested Reading: Captive: How the Ad Industry Pins Us Down | NOTE: I have a morning appointment. I should be on time, but just in case, be patient. |

| DATE | What's Due <i>Homework to do BEFORE Class</i> | WHAT'S WE'LL DO IN-CLASS |
|-------------------------|---|--|
| 10/9 Th | <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> The Five Key Questions and Core Concepts of Media Literacy <input type="checkbox"/> Neuromarketing: How Brands Are Getting Your Brain to Buy More Stuff (Video) <input type="checkbox"/> Online Advertising & Tracking <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! <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.) | <input type="checkbox"/> Have notes our READ WATCH and the things you're sharing. Be ready to discuss. |
| Week 8 10/14 T | <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rocket Surgery (Website has text and audio podcast) <input type="checkbox"/> Symbols, Values & Norms: Crash Course Sociology #10 (Video) <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! | <input type="checkbox"/> Have notes our READ WATCH and the things you're sharing. Be ready to discuss. <p>Suggested Reading: How the U.S. Public and AI Experts View Artificial Intelligence</p> |

| DATE | What's Due <i>Homework to do BEFORE Class</i> | WHAT'S WE'LL DO IN-CLASS |
|-----------------------|---|--|
| 10/16 Th | READ WATCH <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. Due in class and on Blackboard: <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! | <input type="checkbox"/> Have notes our READ WATCH and the things you're sharing. Be ready to discuss. Suggested reading: <input type="checkbox"/> What we know about TikTok content creators <input type="checkbox"/> A Closer Look at Americans' Experiences with News on TikTok |
| Week 9 10/21 T | DUE in class <input type="checkbox"/> Look through your notes. What topics could you write about? Make some notes on those and some things you think are important for people to know or find out about them. | <input type="checkbox"/> Prewriting 1: Topic, Subtopic, Sources (Full text version) |
| 10/23 Th | READ WATCH <input type="checkbox"/> How to Synthesize Written Information from Multiple Sources <input type="checkbox"/> Integrating Non-Traditional Sources in Academic Writing DUE in class <input type="checkbox"/> Prewriting 1: Topic, Subtopic, Sources (Full text version) | <input type="checkbox"/> Prewriting 2 (Full text version) |
| Week 10 10/28 T | READ WATCH <input type="checkbox"/> Here's why you want a really boring job (Video) DUE in class <input type="checkbox"/> Prewriting 2 (Full text version) <ul style="list-style-type: none"> ○ Forms: Word/docx Pdf | <input type="checkbox"/> E2 PW3: Endings and Beginnings (Full text version) <input type="checkbox"/> Essay work and planning |

| DATE | What's Due <i>Homework to do BEFORE Class</i> | WHAT'S WE'LL DO IN-CLASS |
|-------------|--|---|
| 10/30 Th | <p>READ WATCH</p> <p><input type="checkbox"/> "How to Write a Synthesis Essay"</p> <p>DUE in class</p> <p><input type="checkbox"/> Bring a written copy of your essay—print or handwritten.</p> <ul style="list-style-type: none"> <input type="checkbox"/> This is an in-class activity. You must be here to get credit. <p><input type="checkbox"/> Be ready to share with your group</p> | <p><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. 😊.</p> |

| DATE | What's Due <i>Homework to do BEFORE Class</i> | WHAT'S WE'LL DO IN-CLASS |
|--|--|---|
| <p align="center">Essay 2 Conferences</p> <p>During conference time, you and I will meet <i>once</i> during your scheduled conference time in my office. Otherwise, you will be working online. You need work through the things listed for Homework, and while I've separated them by days, you can choose how to pace yourself. Notes and any assignments during this time will be due when we come back from conference. Please do not leave them for the last moment.</p> | | |
| <p>Week 11 11/4 T</p> | <p>READ WATCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> APA Format (Video) choose ONE: <ul style="list-style-type: none"> ○ Format APA 7th ed in MS Word 365 (Video) ○ Format APA 7th ed in MS Word (Video) ○ Format APA 7th ed in Google Docs (Video) ○ APA 7th edition Apple Pages (Video) <input type="checkbox"/> APA Citation Basics, 7th ed., (Video) <ul style="list-style-type: none"> ○ Writing Down the Basics, pp. 96-110 Read/skim this section from as you watch the citation video above. <p>Due when we come back:</p> <ul style="list-style-type: none"> <input type="checkbox"/> E3 Prewriting 1: Print copy of E2, converted to APA format AND citation (APA format assignment) | <p>E2: Informative Synthesis Essay Conferences</p> <p>What?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Bring your notebook and PRINTED essay draft. We'll chat about it. I have snacks and stickers! <p>Where?</p> <ul style="list-style-type: none"> <input type="checkbox"/> My office, Room 1101 (If you can't find it, ask someone—but also, follow the ninjas.) <p>Notes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attendance at conference time counts as attendance for the other days of class during conference time. |
| <p>Week 12 11/13 Th</p> | | <p>You can check your scheduled time on Blackboard. I will put the schedule at the top of the page. If you need to reschedule text or email me as soon as possible.</p> |

| DATE | What's Due <i>Homework to do BEFORE Class</i> | WHAT'S WE'LL DO IN-CLASS |
|--|---|---|
| Week 13 11/18 T | READ WATCH <input type="checkbox"/> Chapter 8 of A Guide to Rhetoric, Genre, and Success in First-Year Writing: Making Academic Arguments. DUE <input type="checkbox"/> E3 Prewriting 1 : Print copy of E2, converted to APA format AND citation (APA format assignment) | <input type="checkbox"/> Unit 3: Big Write 2—Making your Point Review APA format and citations in groups <input type="checkbox"/> E3: Argument Essay Assignment |
| 11/20 Th | READ WATCH <input type="checkbox"/> A Guide to Rhetoric, Genre, and Success. Chapter 8: Making Academic Arguments DUE on Blackboard <input type="checkbox"/> Informative Synthesis Essay <input type="checkbox"/> Reflection | <input type="checkbox"/> Samples |
| Week 14 11/25 T | READ WATCH <input type="checkbox"/> Moving from Informative to Argumentative Theses 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. | <input type="checkbox"/> E3 Prewriting 2 : what is important or relevant about all of this in terms of issues today? Is there something we should do about this, or develop more? Do you need a few more sources? All sorts of things to consider and plan out for your argument. <ul style="list-style-type: none"> <input type="checkbox"/> Get the Word format form here--to type/paste into.(For typing into) <input type="checkbox"/> PDF form here—print out and handwrite |
| THANKSGIVING BREAK: NOVEMBER 27-28 | | |

| DATE | What's Due <i>Homework to do BEFORE Class</i> | WHAT'S WE'LL DO IN-CLASS |
|--|---|--|
| Week 15 12/2 T | READ WATCH <input type="checkbox"/> Using Personal Experience in Academic Arguments <input type="checkbox"/> Prewriting 3 : Final Drafting Steps (Use this to help you refine the draft for workshop) DUE in class <input type="checkbox"/> Bring a written copy of your essay—print or handwritten. <ul style="list-style-type: none"> This is an in-class activity. You must be here to get credit. <input type="checkbox"/> Be ready to share with your group | <input type="checkbox"/> Workshop: This is a class activity—to get credit you must have your draft with you in either print or digital form. Print is best. 😊. |
| 12/4 Th | DUE on Blackboard <input type="checkbox"/> Argument Essay Due in Class <input type="checkbox"/> Final notebook | <input type="checkbox"/> Last minute questions, reflections, and discussion |
| Week 16 FINALS WEEK 12/8- | DUE on Blackboard <input type="checkbox"/> Final Reflection Due Final Discussion—these counts for points Consider these things. You might want to make some notes on your thoughts about them: <ol style="list-style-type: none"> 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. 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. <input type="checkbox"/> 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: Tuesday, December 9 10 am – 12 pm <input type="checkbox"/> Discussion and survey |