

# English 1301: Composition I

SPRING 2025 | M/W

CRN 21201 & 21202

DAILY SCHEDULE

## Contact Information

### Email

[kwood@epcc.edu](mailto:kwood@epcc.edu)

### Talk/Text

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

### Web

[www.kelli.ninja](http://www.kelli.ninja)

**In-Office hours:** MW 2-4, T/Th 1:30-4:00, F 2-3, 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](http://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

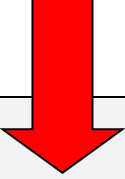
Make sure to refresh and check the schedule on a regular basis. You should look over homework and what we'll do in class for the week ahead at the beginning of the week, then check it at least one day before each class meeting to have time to complete lessons and homework before coming to class.



View or  
Review  
later

*If you are absent during class time or want to review, find our class recordings on this playlist: [1301 MW @ 11 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.


DATE	HOMEWORK: Complete this BEFORE class begins for the day	WHAT WE'LL DO IN CLASS: Links and Notes Outline
<b>WEEK 1</b> Intro to the course, technology, and learning format		
<b>W 1/22</b>	<p><i>Things listed in this column are homework. Make sure you have those done before class begins.</i></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Class Policies &amp; Syllabus</li> <li><input type="checkbox"/> Daily Schedule</li> <li><input type="checkbox"/> Online Class Spaces               <ul style="list-style-type: none"> <li>o <a href="#">kelli.ninja</a></li> <li>o <a href="#">Blackboard</a></li> </ul> </li> </ul>
<b>WEEK 2</b> Format Assignments		
<b>M 1/27</b>	<p><b>READ WATCH</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Taking Notes: Crash Course</a> (Video @9 mins)</li> <li><input type="checkbox"/> <a href="#">How I Take Notes: The Best Note Taking Method   Jim Kwik</a> (Video @ 11 mins)</li> <li><input type="checkbox"/> <a href="#">The Myth of the Good Writer</a></li> <li><input type="checkbox"/> A point to ponder: “Students must understand that while education is a shared activity, the ultimate responsibility for learning rests with the students’ motivation and abilities.” (<a href="#">EPCC Student Code of Conduct</a>)</li> </ul> <p><b>DUE On Blackboard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Syllabus Quiz—this covers key things in the syllabus. Make sure you read <a href="#">Instructor Policies &amp; Syllabus</a> and use it as you complete the quiz.</li> <li><input type="checkbox"/> Optional: <a href="#">Contact Information Form: Spring 2025</a>: Fill this out for a <b>free 100!</b> You will need to sign in to <a href="#">MyEPCC</a> for this. If you’ve forgotten your login or password, <a href="#">click here</a>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Class Notes Assignment</a>: Taking notes in a skills class</li> <li><input type="checkbox"/> <a href="#">The Myth of the Good Writer</a></li> <li><input type="checkbox"/> Learning to Learn</li> <li><input type="checkbox"/> Turning in Assignments &amp;</li> <li><input type="checkbox"/> Professionalism</li> </ul>

**NOTES:**

(or interesting doodles and drawings)

DATE	HOMEWORK: Complete this BEFORE class begins for the day	WHAT WE'LL DO IN CLASS: Links and Notes Outline
W 1/29	<p><b>READ WATCH</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">MLA Format Assignment</a></li> <li><input type="checkbox"/> <a href="#">Getting and Using Grammarly in our Class</a> (Video)</li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, MLA Format, pp. 71-73</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> </ul> <p><b>DUE</b></p> <ul style="list-style-type: none"> <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 use your <b>EPCC email address</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">MLA Format Assignment</a></li> <li><input type="checkbox"/> Using Grammarly—how to and why</li> </ul>
<p><b>WEEK 3</b> Punctuation Basics &amp; Emblematic Essay introduction (E1)</p>		
M 2/3	<p><b>READ WATCH</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><input type="checkbox"/> "Business Writing" pp. 136-141</li> </ul> </li> <li><input type="checkbox"/> <a href="#">Business Letters: Basic Format &amp; Outline</a> (Video) This video is a walkthrough of setting up the basic business letter with some tips</li> </ul> <p><b>DUE On Blackboard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">MLA Format Assignment</a> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure to turn in your Grammarly report (required) and writing center (optional) documentation if you went.</li> <li><input type="checkbox"/> Remember that you can review my explanation and sample of this in the video for our last class on our YouTube playlist—see the first page of this schedule for the link.</li> <li><input type="checkbox"/> Here's a quick reminder <a href="#">video on getting your Grammarly report</a>.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Letter Format Assignment</a></li> <li><input type="checkbox"/> Letters?</li> </ul>

DATE	HOMEWORK: Complete this BEFORE class begins for the day	WHAT WE'LL DO IN CLASS: Links and Notes Outline
W 2/5	<p><b>READ WATCH</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, Why Refine Your Writing—Semi-Colons and Colons, pp. 6-31</li> </ul> <p><b>DUE On Blackboard:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Letter Format Assignment</a> <ul style="list-style-type: none"> <li>○ Make sure to turn in your <a href="#">Grammarly report</a> (required) and writing center (optional) documentation if you went.</li> <li>○ Remember that you can review my explanation and sample of this in the video for our last class on our YouTube playlist— see the first page of this schedule for the link.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss of Format and basic personal writing and business writing</li> <li><input type="checkbox"/> Basic punctuation: terminal marks, commas, semicolons and colons.</li> <li><input type="checkbox"/> Arnold Lee McGillicutty</li> </ul>
<p><b>WEEK 4</b> Emblematic Essay</p>		
M 2/10	<p><b>READ WATCH</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Emblem Essay Assignment</a> (E1)</li> <li><input type="checkbox"/> <a href="#">Writing down the Basics</a>, Personal and Familiar Writing, p. 58</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Emblem Essay Assignment</a> (E1)</li> <li><input type="checkbox"/> Sample Essay: <a href="#">Just Like Papi Guero</a></li> <li><a href="#">E1: Prewriting 1</a></li> </ul>
W 2/12	<p><b>READ WATCH</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Writing Narrative Personal Essays</a></li> <li><input type="checkbox"/> Sample Essay: <a href="#">A Grand Old Piano</a></li> <li><input type="checkbox"/> <a href="#">Creative Non-Fiction: An Overview</a></li> <li><input type="checkbox"/> Sample Essay: <a href="#">Grace is a Gift</a></li> </ul> <p><b>DUE in CLASS</b> In your Emblem Essay folder: Prewriting 1</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sample Essay: <a href="#">She Makes Me Think of Pancakes</a></li> <li><input type="checkbox"/> <a href="#">E1: Prewriting 2</a></li> </ul>
<p><b>WEEK 5</b> Emblematic Essay</p>		
M 2/17	<p><b>READ WATCH</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Essay Cover Letters</a></li> <li><input type="checkbox"/> <a href="#">Formatting Your Cover Letter</a> (Video)</li> <li><input type="checkbox"/> Sample Essay: <a href="#">A Not-So-Hidden Treasure</a></li> <li><input type="checkbox"/> <a href="#">Prewriting 3</a> (Video)</li> </ul> <p><b>DUE in CLASS</b> In your Emblem Essay folder: Prewriting 2</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">E1: Prewriting 3</a> in class</li> <li><input type="checkbox"/> <a href="#">Drafting your Essay</a></li> <li><input type="checkbox"/> Sample Cover Letter: <a href="#">A Not-So-Hidden Treasure</a></li> <li><input type="checkbox"/> Writing a Cover Letter</li> <li><input type="checkbox"/> Workshop Preview &amp; Cover Letter and Essay Grading Standards</li> </ul>

DATE	HOMEWORK: Complete this BEFORE class begins for the day	WHAT WE'LL DO IN CLASS: Links and Notes Outline
W 2/19	<p><b>READ WATCH</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Getting Feedback</a></li> <li><input type="checkbox"/> <a href="#">3 Strategies for Students to Peer Review Writing</a></li> </ul> <p><b>DUE in CLASS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Printed</b> Draft of your Essay and Cover Letter</li> </ul> <p><b>DUE:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sign up for next week's conferences—only sign up for one spot!</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">CORE Assessment: Now and In Your Future</a></li> <li><input type="checkbox"/> Workshop: This is a class activity—to get credit you must have printed drafts with you.</li> <li><input type="checkbox"/> Conferences next 2 weeks</li> </ul> <div data-bbox="919 506 1398 961" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><a href="#">Sign up for conference here</a> or here:</p>  </div>
SATURDAY 2/22	<p><b>DUE on <a href="#">Blackboard in the Essay 1: Emblem folder</a> by 11:59 pm</b></p> <ul style="list-style-type: none"> <li>○ Emblematic Essay DRAFT <ul style="list-style-type: none"> <li>▪ Required: Don't forget to turn in your Grammarly report—<a href="#">short video on getting the report</a>.</li> <li>▪ Optional: If you went to the Writing Center, <a href="#">turn in your proof of that</a>.</li> </ul> </li> <li>○ Emblematic Essay Cover Letter DRAFT <ul style="list-style-type: none"> <li>▪ Required: Don't forget to turn in your Grammarly report—<a href="#">short video on getting the report</a>.</li> <li>▪ Optional: If you went to the Writing Center, <a href="#">turn in your proof of that</a>.</li> </ul> </li> </ul>	

**Thoughts on the Meaning of life or a quick sketch of the Father of Calculus:**

DATE	HOMEWORK: Complete this BEFORE class begins for the day	WHAT WE'LL DO IN CLASS: Links and Notes Outline
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### Essay Conferences

The next two weeks are mostly online. You and I will meet *once* during your scheduled conference time in my office. Otherwise, you will be working online. You need to check the schedule each day and make sure you get any homework here turned in on time.

<b>M 2/24</b> – <b>W 3/5</b>	<b>DUE DURING YOUR CONFERENCE:</b> <input type="checkbox"/> <b>Bring your Essay Folder to conference. It should contain</b> <input type="checkbox"/> Prewritings 1-3 <input type="checkbox"/> Draft and Notes from in-class workshop <input type="checkbox"/> (Optional) The draft and/or form you got in the writing center	<p style="text-align: center;"><b>E1: Emblem Essay Conferences</b></p> <input type="checkbox"/> Conferences are coaching and mentoring time <b>Where:</b> <input type="checkbox"/> My office, <b>Room 1101</b> (If you can't find it, ask someone—but also, follow the ninjas.) <b>Notes:</b> <input type="checkbox"/> <b>Attendance</b> at conference time counts as attendance for the other days of class.  You can <b>check your scheduled time</b> by going back to the conference sign-up page using the link or QR code above. If you need to reschedule for an emergency, do that there too.
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#### WEEK 6 and 7

**Topic:** Introduction to MLA format and documentation, Overview of MLA Informative Essay.

→ TAKE NOTES ON ALL READ|WATCH ITEMS ←

These are due *when we return to class*

<b>M 2/24</b> – <b>W 3/5</b>	<b>READ WATCH during conference weeks</b> <input type="checkbox"/> <a href="#">MLA Citation Basics Video</a> Watch this as you read though/skim the section on MLA citation below. <input type="checkbox"/> <a href="#">Writing down the Basics</a> <ul style="list-style-type: none"> <li>○ Formal Writing – Documenting Resources, pp. 59-70</li> <li>○ MLA Authors and Titles, Using Numbers in MLA Citation, MLA In-text Citations, and MLA Works Cited Page Citations, pp. 75-86</li> </ul> <input type="checkbox"/> <b>Chapter 5 of <i>A Guide to Rhetoric, Genre, and Success in First-Year Writing: “Writing a Summary and Synthesizing”</i></b> These are the sections in the chapter, but if you use the link at the bottom right of each page, it will take you to the next one instead of having to come back here and click on each one individually. Most of these are pretty short. <ul style="list-style-type: none"> <li>○ <a href="#">5.1 Writing Summaries</a></li> <li>○ <a href="#">5.2 Synthesizing in Your Writing</a></li> <li>○ <a href="#">5.3 Make Connections When Synthesizing in Your Writing</a></li> <li>○ <a href="#">5.4 Informative vs. Argumentative Synthesis</a></li> <li>○ <a href="#">5.5 Synthesis and Literature Reviews</a></li> </ul> <input type="checkbox"/> <a href="#">What is “Academic” Writing?</a>
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DATE	HOMEWORK: Complete this BEFORE class begins for the day	WHAT WE'LL DO IN CLASS: Links and Notes Outline
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**—SPRING BREAK, MARCH 9-15—**

WEEK 8 College-level formal writing and MLA documentation		
<b>M 3/17</b>	<b>READ WATCH</b> <input type="checkbox"/> <a href="#">The Pedestrian</a> <input type="checkbox"/> <a href="#">Online Advertising &amp; Tracking</a> <input type="checkbox"/> <a href="#">A History of Panic Over Entertainment Technology</a>  <b>Suggested Reading:</b> <a href="#">The Sisyphean Cycle of Technology Panics</a>	<input type="checkbox"/> Context and integration <input type="checkbox"/> Sample Literary Essay: Pulling Us Apart: A Look at Separation in "The Pedestrian" ( <a href="#">MLA Format</a> ) ( <a href="#">Paragraph Breakdown</a> ) <input type="checkbox"/> Discussion and idea sharing
<b>W 3/19</b>	<b>READ WATCH</b> <input type="checkbox"/> <a href="#">"Just Do It"</a> (Audio-mp3 version) <input type="checkbox"/> <a href="#">Questions to Consider: "Just Do It"</a> (After you read the story, read question 2 and make notes on what you think about that in terms of the story—do you see places in our society, your life or the lives of your friends and family where what she's talking about in the question happen? If so, jot some ideas down, if not, how do you think you and/or those you know escape that?) <input type="checkbox"/> <a href="#">Neuromarketing: How Brands Are Getting Your Brain to Buy More Stuff</a> (Video)  <b>Suggested Reading:</b> <a href="#">Beauty Filters Are Changing the Way Young Girls See Themselves</a> (Pdf)	<input type="checkbox"/> Reading texts for format, citation, etc. (Websites, Magazines, etc.) <input type="checkbox"/> Discussion and idea sharing
WEEK 9 MLA Informative Essay (E2)		
<b>M 3/24</b>	<b>READ WATCH</b> <input type="checkbox"/> <a href="#">Understanding Social Media Literacy: A Systematic Review of the Concept and Its Competences</a> <input type="checkbox"/> <a href="#">The Five Key Questions and Core Concepts of Media Literacy</a> <input type="checkbox"/> <a href="#">Symbols, Values &amp; Norms: Crash Course Sociology #10</a> (Video)	<input type="checkbox"/> Reading texts for format, citation, etc. (Websites, Magazines, etc.) ○ <a href="#">Americans' Social Media Use</a> <input type="checkbox"/> Looking at an IMRAD (Introduction, Methods, Results, and Discussion) paper <input type="checkbox"/> Discussion and idea sharing

DATE	HOMEWORK: Complete this BEFORE class begins for the day	WHAT WE'LL DO IN CLASS: Links and Notes Outline
W 3/26	<b>READ WATCH</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">The Perfect Match</a></li> <li><input type="checkbox"/> <a href="#">Data Brokers</a></li> <li><input type="checkbox"/> <a href="#">Friend or Faux: Are Parasocial Relationships Healthy?</a></li> </ul> <p><b>Suggested Reading:</b> <a href="#">Captive: How the Ad Industry Pins Us Down</a></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Essay 2: MLA Informative Essay</li> <li><input type="checkbox"/> Brainstorming session</li> </ul>
<b>WEEK 10</b> MLA Informative Essay		
<b>March 31<sup>st</sup>: Cesar Chavez Day—No classes!</b>		
W 4/2	<b>READ WATCH</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">What AI Teaches Us About Good Writing</a> Read the first 2 sections and then skip to the section you've been assigned. You only need to take notes on those parts of the article.</li> <li><input type="checkbox"/> <b>Chapter 11 of <i>A Guide to Rhetoric, Genre, and Success in First-Year Writing: "Ethical Source Integration: Citation, Quoting, and Paraphrasing"</i></b> These are the sections in it, but if you use the link at the bottom right of each page, it will take you to the next one instead of having to come back here and click on each one individually. Most of these are pretty short.               <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">11.1 Using Sources Ethically</a></li> <li><input type="checkbox"/> <a href="#">11.2 Quoting</a></li> <li><input type="checkbox"/> <a href="#">11.3 Paraphrasing and Summarizing</a></li> <li><input type="checkbox"/> <a href="#">11.4 Signal Phrases</a></li> <li><input type="checkbox"/> <a href="#">11.5 Plagiarism Policy</a></li> </ul> </li> <li><input type="checkbox"/> <a href="#">1301 Syllabus and Policies</a>, "Cheating, plagiarism, and collusion," p. 9</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrating Sources</li> <li><input type="checkbox"/> Good academic writing—what does it look like, what can it look like, what will it look like?</li> <li><input type="checkbox"/> <b>E2 Prewriting 1: topic ideas and things to find out</b></li> </ul>
<b>WEEK 11</b> <b>Topic:</b> MLA Informative Essay		
M 4/7	<b>DUE in class</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prewriting 1</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>E2 PW2: citation of source 2 sources and specific quotes that show something connected to our society</b></li> </ul>



DATE	HOMEWORK: Complete this BEFORE class begins for the day	WHAT WE'LL DO IN CLASS: Links and Notes Outline
W 4/9	<b>DUE in class</b> <input type="checkbox"/> Prewriting 2 <input type="checkbox"/> Bring in your homework and class notes that we've done since conferences.	<input type="checkbox"/> <b>E2 PW3: outline--bring that in for in-class drafting</b>
M 4/14	<b>DUE in CLASS:</b> <input type="checkbox"/> Print Draft of your Essay and Cover Letter <input type="checkbox"/> Sign up for conference—only sign up for one conference spot!	<input type="checkbox"/> Workshop: This is a class activity—to get credit you must have printed drafts with you. <input type="checkbox"/> Conferences next 2 weeks <input type="checkbox"/> Sign up for Conference



### Essay Conferences

The next two weeks are mostly online. You and I will meet *once* during your scheduled conference time in my office. Otherwise, you will be working online. You need to check the schedule each day and make sure you get any homework here turned in on time.

**Thursday, April 17<sup>th</sup>:  
Last day to drop classes.**

W 4/16 - M 4/28	<b>DUE DURING YOUR CONFERENCE:</b> <input type="checkbox"/> <b>Bring your Essay Folder to conference. It should contain</b> <input type="checkbox"/> Prewritings 1-3 <input type="checkbox"/> Draft and Notes from in-class workshop <input type="checkbox"/> (Optional) The draft and/or form you got in the writing center	<b>E2: MLA Informative Essay</b>  <input type="checkbox"/> Conferences are coaching and mentoring time  <b>Where:</b> <input type="checkbox"/> My office, <b>Room 1101</b> (If you can't find it, ask someone—but also, follow the ninjas.)  <b>Notes:</b> <input type="checkbox"/> <b>Attendance</b> at conference time counts as attendance for the other days of class.  You can <b>check your scheduled time</b> by going back to the conference sign-up page using the link or QR code above. If you need to reschedule for an emergency, do that there too.
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### READ|WATCH on Next Page!!!!!!!

**Topic:** Introduction to APA format and documentation and format  
Moving from information to argument & APA Format and In-class drafting

→ TAKE NOTES ON ALL READ|WATCH ITEMS ←

These are due *when we return to class*



DATE	HOMEWORK: Complete this BEFORE class begins for the day	WHAT WE'LL DO IN CLASS: Links and Notes Outline
<p>W 4/16 - M 4/28</p>	<p><b>READ WATCH—Format</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Choose one <ul style="list-style-type: none"> <li>○ <a href="#">Format APA 7th ed in MS Word OneDrive</a> (Video)</li> <li>○ <a href="#">Format APA 7th ed in MS Word</a> (Video)</li> <li>○ <a href="#">APA 7th edition Apple Pages</a> (Video) <b>Do not do an abstract!</b></li> </ul> </li> <li><input type="checkbox"/> <i>Writing down the Basics</i>, APA Format, pp. 87-95</li> </ul> <p style="background-color: yellow;"><b>DUE WHEN WE GET BACK TO CLASS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (APA Argument Essay: Prewriting 1.a) Reformat your MLA Source Essay in APA format.</li> </ul> <p><b>READ WATCH—Citation</b></p> <ul style="list-style-type: none"> <li>○ <i>Writing Down the Basics</i>, pp. 96-110 Read/skim this section from as you watch the citation video above.</li> <li><input type="checkbox"/> <a href="#">APA Citation Basics, 7th ed.</a>, (Video)</li> </ul> <p style="background-color: yellow;"><b>DUE WHEN WE GET BACK TO CLASS:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> (APA Argument Essay: Prewriting 1.B) Reformat your MLA Source Essay in APA format.</li> </ul>	
<p>W 4/30</p>	<p><b>READ WATCH</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Chapter 8 of A Guide to Rhetoric, Genre, and Success in First-Year Writing: Making Academic Arguments.</b> These are the sections in it, but if you use the link at the bottom right of each page, it will take you to the next one instead of having to come back here and click on each one individually. Most of these are pretty short. <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">8.1 Arguing</a></li> <li><input type="checkbox"/> <a href="#">8.2 Basic Structure and Content of Argument</a></li> <li><input type="checkbox"/> <a href="#">8.3 Types of Evidence in Academic Arguments</a></li> <li><input type="checkbox"/> <a href="#">8.4 Counterargument and Response</a></li> <li><input type="checkbox"/> <a href="#">8.5 Failures in Evidence: When Even "Lots of Quotes" Can't Save a Paper</a></li> </ul> </li> </ul> <p><b>DUE in Class</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> E3 Prewriting 1: Print copy of E2, converted to <b>APA format AND citation</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review APA format and citations in groups</li> <li><input type="checkbox"/> Discussion of developing your argument</li> <li><input type="checkbox"/> <b>E3 Prewriting 2:</b> 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? (Have them use their printed copy and then draw arrows and write on the back, etc. to fill in their conclusions and thoughts, and their thesis, etc.</li> </ul>

Your favorite thing this week:

DATE	HOMEWORK: Complete this BEFORE class begins for the day	WHAT WE'LL DO IN CLASS: Links and Notes Outline
<b>WEEK 15</b> APA Argument Essay (E3): Drafting and Workshop		
<b>M 5/5</b>	<b>DUE in Class</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> E3 Prewriting 2</li> <li><input type="checkbox"/> Bring your notes, drafts and previous prewriting for this essay in to class with you.</li> </ul>	<input type="checkbox"/> <b>E3: Prewriting 3:</b> In-Class Outlining and Drafting—write a short essay in which you use your ideas from prewriting 2 to make an argument about your topic.
<b>W 5/7</b>	<b>DUE in CLASS:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Print Draft of your Essay and Cover Letter</li> </ul>	<input type="checkbox"/> Workshop: This is a class activity—to get credit you must have printed drafts with you.
<b>WEEK 16</b> <b>Final Exam period:</b> APA Argument Essay due and final discussion and reflection  Your classes meet for only one day this week. <a href="#">Check the final exam time here.</a>		
<b>M 5/12</b>	<div style="text-align: center; background-color: yellow; padding: 5px; margin-bottom: 10px;"> <b>11 am - 1 pm</b> </div> <p><b>DUE on <a href="#">Blackboard in the Essay 3 Folder</a></b>            These are due by 11:59 pm. <b>After that, the assignment will be CLOSED</b>, and your work will not be accepted. Turn in that work before the last minute to <b>AVOID TRAGEDY IN YOUR ENGLISH CLASS.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essay 3 FINAL               <ul style="list-style-type: none"> <li>• Required: Don't forget to turn in your Grammarly report—<a href="#">short video on getting the report.</a></li> <li>• Optional: If you went to the Writing Center, <a href="#">turn in your proof of that.</a></li> </ul> </li> <li><input type="checkbox"/> Essay 3 Cover Letter FINAL               <ul style="list-style-type: none"> <li>• Required: Don't forget to turn in your Grammarly report—<a href="#">short video on getting the report.</a></li> <li>• Optional: If you went to the Writing Center, <a href="#">turn in your proof of that.</a></li> </ul> </li> </ul> <p><b>DUE in Class:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Essay 3 Prewritings, workshop notes, writing center and other drafts</li> </ul>	<input type="checkbox"/> <b>Final Discussion and survey—these counts for points</b>  Consider these things. You might want to make some notes on your thoughts about them: <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. 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?</li> </ol>

[CORE VALUE Rubric Survey](#)  
[Teamwork and Ethical Reasoning:](#)  
[ENGL 1301 SPRING 2025](#)



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**Notes on 42:**