



English 1301: Expository Composition
CRN 11428 and 11429; Online
Fall 2018

SCHEDULE

Instructor: Kelli Wood

Office: Room 1101 TM

Office Hours: MW 10-11 & 1-2, T 10:30-1:30, F 10-11

Online through Blackboard Collaborate 11 am – 1 pm

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"You don't have to be great to get started, but you do have to get started to be great."

--Les Brown

Note: We work on a weekly schedule and I run weeks from **Tuesday to Monday**, excluding the first week and finals week. That means that in general weekly things are due by Monday midnight. That way you have both weekday and weekend time to do work to better fit your schedule, and since I don't generally check email on weekends, if you have any last minute questions you can email me and I can answer them Monday morning.

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

You have readings that are both online and in the *Writer's Reference*. See the Instructor Policy section of the syllabus for information on the *Writer's Reference*.

The content of this schedule is also provided through the Weekly Schedule & Assignments link on our Blackboard's course menu.

The college has moved from Blackboard to Blackboard Ultra. For an introduction to it, check out this video:
<https://youtu.be/BPzTMnclBcE>

Week 1: Aug. 27 - Sept. 3

- **Learn Blackboard, the Rules of the Road, and a Bit about Me**
 - [Syllabus and Instructor Policies: 1301](#) (Make sure to select the correct syllabus)
 - [About Me](#) (Video)
 - [Introduction to our Online Classroom Spaces](#) (Video)

- **Learn Some Grammar**
 - [Writing down the Basics](#)
 - Why Refine Your Writing—Adding Emphasis, pp. 6-14
 - Conventions: Personal Essays, p. 35
 - Personal and Familiar Writing, p. 45
 - MLA Format, pp. 54-56
 - *Writer's Reference* (For this week only, [these readings are online](#) in case you're waiting on your book.)
 - Main Verbs, pp 308
 - Subjects, pp 312-314
 - Sentence Types, pp 324-325
 - [Sentence Basics](#) (Video)

(Continued→)

□ **Learn about Writing**

- MLA Format: (Choose one)
 - [MS Word](#) (Video)
 - [Google Docs](#) (Video)
- [MLA Assignment](#)

□ **To Do List: Assignments**

- [Week 1 Discussion](#): Introduce yourself to your classmates and to me here. Just tell a little bit about yourself, your goals, interests, or anything else you'd like to share. I'll start things off.
- Email me at kwood@epcc.edu. Let me know you've looked around our Blackboard and if you have any specific questions so far.
- [Contact form](#): fill this out for a free 100!
- [MLA Format Assignment](#)
- [Week 1 Quiz](#) Note: All quizzes cover readings—including videos—for the week. Quizzes are untimed and unlimited and open until the end of our online week (Monday midnight), unless otherwise indicated. .

Week 2: Sept. 4-10

□ **Learn Some Grammar**

- *Writer's Reference*
 - Writing Paragraphs, pp 42-44 (C-5a through C-5b)
 - Make Paragraphs Coherent, pp 49-54
 - Sentence Fragments and Run-ons, pp 207-218
- [Sentence Fragments and Run-ons](#) (Video)
- [Writing down the Basics](#)
 - Writing Small to Large, Paragraphs, pp. 36-40
 - Essay—Division/Classification, pp. 41-45

□ **Writing Stuff**

- [Essay 1 Assignment and Prewritings](#)
- [Let me read you this sample: Just Like Papi Guero](#) (Video)
- Sample Essay: [Connecting with History](#)
- Sample Essay: [Grand Old Piano](#)
- Slideshow: [Prewriting 1: Detailed Description](#) or ([Video](#)) Do your Journal post for this *before* going on to the Prewriting 2 assignment.)
- [Writing Narrative Personal Essays](#)
- Prewriting 2: Using Narrative for Context

□ **To Do List: Assignments**

- [Week 2 Quiz](#)

(Continued →)

- [Week 2 Discussion](#): Imagine that you are the teacher. Thinking about the advice in the readings on Writing Descriptions and Developing Description, what things do you like or find interesting in the samples, and are there things you want more of or that you might suggest?
Remember, you can't get away with just saying, "oh, that was good," or "I didn't like it." Really explain what works for you in the essays and what else you'd like as a reader. Don't forget to check back in over the course of the week and contribute to the developing conversation. Respond to at least two other classmate's posts.
- [Prewriting 1](#) on [Blackboard](#)
- [Prewriting 2](#) on [Blackboard](#)

Week 3: Sept. 11-17

- **Grammarin'**
 - *Writer's Reference*
 - Commas, pp 259-267
 - The Semicolon and the Colon, pp 271-275
 - [Writing down the Basics](#),
 - Business Writing—Business Letters, pp. 106-108,
 - Commas, Semicolons, and Colons, pp. 20-29
 - [Commas](#) (Video)
 - [Semicolons & Colons](#) (Video)
 - [Grammarly Sign-up and Report](#) (Video)
- **Writin'**
 - *Writer's Reference*
 - Writing a Reflective Letter, pp 40-41
 - [Cover Letter Assignment](#)
 - Sample Cover Letter: [Buried Treasure, letter](#)
 - Sample Cover Letter: [A Drift in Time, letter](#)
 - [Writing down the Basics](#),
 - Business Writing—Business Letters, pp. 106-108,
 - [Formatting Your Cover Letter](#) (Video)
 - [Prewriting 3](#)
 - [Drafting Your Essay](#)
- **To Do List: Assignments**
 - [Week 3 Quiz](#)
 - [Prewriting 3](#) due on [Blackboard](#)
 - [Week 3 Discussion](#)--Workshop. Post a draft of your essay to the workshop. Respond to at least ONE of your classmate's essays. Extra responses will count toward up to 5 extra credit points each. Attach your essay as an .rtf or .doc file. You are given 50% of your grade for posting your essay, and 50% for responding to a classmate's essay. Read the first post from me for full instructions. **Final responses are due by next Wednesday, Sept. 19th.**

DUE BY WEDNESDAY

Your response to at least one essay draft online in the Workshop discussion board.

Grammar

- [Writing down the Basics](#)
 - Agreement, pp. 16-19
- [Subject/Verb & Logical Agreement](#) (Video)
- [Pronoun Agreement](#) (Video)
- *Writer's Reference*
 - Reviewing, Revising, and Editing, pp 19-32

MLA Citation

- [Documentation Overview: Mapping Your Sources](#) (Video)
- [MLA Citation Basics](#) (Video)
- [Writing down the Basics](#)
 - Documenting Sources, pp. 52-53
 - MLA Works Cited and In-text Citation, pp 57-669
- *Writer's Reference*
 - Using Sources— Integrating Sources, pp 367-380

To Do List: Assignments

- [Workshop Replies](#) due by Wednesday the 19th.
- [Week 4 Quiz](#)
- [Week 4 Discussion](#). What helped you in writing Essay 1 and its cover letter? What things were most difficult for you? What resources or things did you find most beneficial? This is just a sharing discussion, so you don't have to reply to others, but do take time to read and reply if you have thoughts.

Week 5: Sept. 25 – Oct. 1

□ Our Next Assignment

- [Essay 2 Assignment](#)

□ About Literature

- [Writing down the Basics](#)
 - Writing about Literature-- Elements of Literature, pp. 93-100
 - Argument Essays, p. 87
- [Writer's Reference](#)
 - Reading to form an Interpretation, pp. L3-L8 (Lit section, [online version](#), pp. 3-8)
- [The Cat in the Hat](#) (Video—watch this and try to figure out what might be analyzed in it.)
- [Thug Notes: The Cat in the Hat](#) (Video)
- [How to Make sense of The Cat in the Hat and that Thug Notes video](#) (Video)
- ["The Pedestrian"](#)
- Sample Essay–Paragraph Breakdown: Pulling Us Apart: A Look at Separation in "The Pedestrian" ([Video](#) or [Slideshow](#))
- [Questions to Consider: "The Pedestrian"](#)

□ To Do List: Assignments

- [Cover Letter and Essay 1 due on Blackboard to the Essay 1 Assignment Link](#) (Don't forget to upload the [Grammarly](#) report as well.)
- [Week 5 Quiz](#)
- [Week 5 Discussion](#): Choose one of the [questions](#) about "[The Pedestrian](#)" other than the one I wrote the essay on and answer it in a paragraph or so. Also, talk about whether or not you think this story, written in 1950, still has something to say to us today. It's far-fetched, but that's what Science Fiction is all about, but what about the underlying point Bradbury's making? What do you think? What parts make you think it does have some relevance or not? Share those and explain why. Make sure to respond a few others' posts and if you agree with their point of view, talk about why or supply some other examples. If not, talk about another way to see it.

Week 6: Oct. 2 - 8

- **Some More Grammar!**
 - [Writing down the Basics](#), *Quotation Marks*, pp. 33-34
 - *Writer's Reference*
 - Integrating Quotes from Texts, pp. L14-L18 (Lit section, [online version](#), pp. 19-23)
 - Using Quotation Marks [Slideshow](#) or [Video](#)
 - [Corner Gas](#), "Free" Pilates

- **Another Story and a Sample Essay**
 - [Resistance](#)
 - Sample: Paragraph Breakdown: Taking the Easy Route: Warnings in Tobias S. Buckell's "Resistance" [Slideshow](#) or [Video](#)

- **And a Little More on Writing about the Literary Stuff!**
 - *Writer's Reference*
 - Synthesize Sources, pp. 380-382
 - Observing the Conventions of Literature Papers, pp. L12-L14 (Lit section, [online version](#), pp. 15-16)
 - [Identifying Themes and Literary Analysis](#)

- **To Do List: Assignments**
 - [Week 6 Quiz](#)
 - [Week 6 Discussion](#): Literary Writing Practice: In a paragraph or two, answer one of these questions about "Resistance":
 - It's clear that Pan does rule well. Why does Stanuel push the button in the end? What does this show about his view of democracy? Use evidence from the story to support your claim.
 - What does the way that Pan is set up to create a resistance cell/group say about this society's view of democracy? Use evidence from the story to support your claim.

Make sure to respond a few others' posts and if you agree with their point of view, talk about why or supply some other examples. If not, talk about another way to see it.

Week 7: Oct. 9-15

□ Grammar Stuff

- [Writing down the Basics](#)
 - Formal Writing, pp. 46-51
 - Apostrophes—Exclamation Points, pp. 29-33
- Miscellaneous Punctuation [Slideshow](#) or [Video](#)
- Apostrophes [Slideshow](#) or [Video](#)

□ A Story to Read

- ["Just Do It"](#) (Audio-mp3 version)

□ To Do List: Assignments

- [Week 7 Quiz](#)
- [Week 7 Discussion](#): Literary Writing Practice: In a paragraph or two, answer one of these questions about "Just Do It":
 - In this story, many things are being critiqued: capitalism, consumer culture, corporations, chemistry. Choose one of these and discuss what the story is saying about it.
 - In an interview, when asked to talk about what this story is about, Lindsley says,
Well, in the past I've only gone so far as to say it's about desire and how easy that is to manipulate. But I'll go a bit further and say I was also thinking about the ongoing conflict between doing the right thing and doing the comfortable, pleasurable thing. It's about having a compelling excuse to take the easier, ethically questionable path. To just do it and blame somebody else's chemical. To think of yourself as the good guy while enjoying champagne with the bad guy.
Choose one of these ideas and discuss how it's shown in the story and how it shows itself in our world today.
Make sure to respond to a few others' posts and if you agree with their point of view, talk about why or supply some other examples. If not, talk about another way to see it.

Week 8: Oct. 16 - 22

- Some Last Grammar Stuff**
 - *Writer's Reference*
 - Capitalization—Italics, pp. 293-302
 - Capitalization [Slideshow](#) or [Video](#)
 - Numbers [Slideshow](#) or [Video](#)

- A Little more Literary Stuff**
 - *Writer's Reference*
 - Planning—Writing, pp. L8-L12 (Lit section, [online version](#), pp. 9-14)
 - Read [The Perfect Match](#) through. Don't try to analyze it yet, just read it.
 - A few days later, read the [questions](#) and then re-read the story and decide which question you'll answer in your essay. Make other notes if ideas come to mind for your prewritings.
 - [Prewriting 1](#)
 - [Prewriting 2](#)

- To Do List: Assignments**
- [Prewriting 1 Form](#): This is an online worksheet submitted through this link. It will also email you a rough copy once you submit it.
- [Prewriting 2 Form](#): This is an online worksheet submitted through this link. It will also email you a rough copy once you submit it.

Week 9: Oct. 23 - 29

Thoughts on Wrapping it Up

- [Prewriting 3](#)

To Do List: Assignments

- [Prewriting 3 Form](#): This is an online worksheet submitted through this link. It will also email you a rough copy once you submit it.
- [Week 9 Discussion](#): Essay 2 Workshop.
- DUE BY WEDNESDAY [Post a draft of your Essay to the Essay 2 Workshop Discussion Board](#)**
 - **By week's end (Monday midnight) make sure to respond to at least one of your classmate's drafts.**

Week 10: Oct. 30- Nov. 5

- **Learning about APA Citation**
 - [APA Citation Basics](#) (Video)
 - [Writing down the Basics](#)
 - APA Formatting and Citation, pp. 70-86
 - *Writer's Reference*
 - APA Papers, pp. 437-449
 - APA Format (choose one)
 - [APA Format in MS Word](#) (Video)
 - [APA Format in Google Docs](#) (Video)
- **What's a Multimodal Text?**
 - *Writer's Reference*
 - Reading and Writing about Multimodal Texts, pp. 70-78
- **Stuff to Get Done: Due**
 - [Week 10 Quiz](#)
 - [APA Formatting Assignment](#)
 - [Essay 2 and Cover Letter Due](#). Don't forget to include your Grammarly Report and, if you went to the writing center, your documentation for that.

Week 11: Nov. 6 - 12

NOTE: For Essay 3, you must use at least two of the readings we do which are marked with * on the syllabus or [Essay 3 webpage](#).

- **What We're Doing Now**
 - [Media Analysis Prewriting and Essay Assignment](#)
 - **Sociology of Gossip** (Video)
 - **Introduction to Media Literacy** ([Slideshow](#)) **OR** Video: This is in two parts. I waited to put this up because I wanted my most recent take on it. You can read the slide show, but I feel you'll get a lot more from the videos even though they're longer, so here you go:
 - [Part 1](#)
 - [Part 2](#)
- **What the Experts Say**
 - **[How Advertising Manipulates Your Choices and Spending Habits](#) **
 - **[Ads Don't Work That Way](#) **
 - **[Advertising's Fifteen Basic Appeals](#) **
 - **[Advertising Analysis](#) **
- **How Others Have Done This**
 - Sample: [Beamers before Babies](#) ([I read it to you in this Video](#))
 - [Check out the "ad"](#)
 - Sample: [A Look Between the Lines](#) ([I read it to you in this Video](#))
 - Sample: [The Pinnacle of Achievement is Beauty](#)

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□ **To Do List: Assignments**

- [Week 11 Quiz](#)
 - [Week 11 Discussion](#): What current or past ads or TV shows stand out for you as you begin to think about this essay? Think of one, identify it, and tell us what it's saying when you read between the lines. Use examples to support your point. Don't forget to check back in over the course of the week and contribute to the developing conversation.
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Some optional things you may find helpful:

- [Keys to doing Essay 3](#) (video)
- [I read "Fat Food, Fast" to you—an example of using multiple ads for the same company with an example of how this can go off track \(Video\)](#) [Here's the link to the essay.](#)

Week 12: Nov. 13-19

□ **More Expert Thoughts on This**

- [*Captive: How the Ad Industry Pins us Down*](#)
- [*Jesus is a Brand of Jeans*](#)
- [*The Power of Images: Creating the Myths of our Time*](#)

□ **Some More Examples**

- Sample: [I'll Show You Mine](#)
- Sample: [A Fat World Wearing a Skinny Mask](#)* ([Video](#): This isn't an exact read through. I go through the paper and discuss how to integrate the quotes and citations.)
- Sample: [Women are Invincible](#) ([Video](#))
- Sample: [Everything's Important Except our Future](#) ([Video](#))

□ **Getting Started on Your Analysis**

- Prewriting 1 ([Slideshow](#) or [Video](#))

□ **To Do List: Due**

- [Prewriting 1](#)
- [Week 12 Quiz](#)
- [Week 12 Discussion](#): Post a link to the ad you'll analyze and point out what you see in it in terms of what we've studied so far, then respond to a few others with ideas for what you also notice in those

Some Optional Stuff

- [Quick list of ad techniques and appeals](#): A general list from our readings of things to look for. This doesn't include all of them but will give you a quick reference for what readings to go back to.

Week 13: Nov. 20 – 26

- **Keep the Expert Ideas Coming**
 - *[Shame: The Secret Tool of Marketing](#) * ([Audio](#))
 - *[Idols of the Marketplace](#) *
 - *[Experts: Men Have Body Image Worries Too](#) *
- **What Others have Done**
 - Sample: [Dumb is the New Smart](#)
 - Sample: [It's a Man, Man, Man World](#)
- **Developing Your Analysis**
 - Prewriting 2 ([Slideshow](#) or [Video](#))
 - Prewriting 3 ([Slideshow](#)) [Here's the Prewriting 3 form](#)
- **To Do List: Assignments**
 - [Week 13 Quiz](#)
 - Prewriting 2
 - Prewriting 3
 - [Week 13 Discussion](#): Post the link to your ad again, and share what your final conclusion is. What's your thesis overall and what are your main reasons? Reply to at least one other classmate with some thoughts and ideas on theirs.

Week 14: Nov. 27 – Dec. 3

- **One Last Reading from the *Writer's Reference***
 - Draft and Revise—Draft a Conclusion, pp. 7-18
- **Penultimate To Do List: Assignments**
 - [Week 14 Discussion](#): **DUE BY Thursday Post a draft of your Essay to the Essay 3 Workshop Discussion Board**
 - **By week's end (Monday midnight) make sure to respond to at least one of your classmate's drafts.**

Week 15: Dec. 4 – Dec. 10

- **[DUE: Essay 3—Ad Analysis and Cover Letter](#) is due by Wednesday, Dec. 5th**
- **Your Final Essay**
 - [Essay 4: Reflective Self-Analysis](#)
 - Samples linked on Blackboard in Week 15 under Essays and Assignments ([Video](#)—of course, you are writing this on your own as opposed to my face-to-face classes as I point out in this video, so I do expect spell checking and some attention to grammar. I am, however, mostly looking at your following instructions and being thoughtful.)
- **Last To Do List: Assignments**
 - [Final Exam/Quiz due on Blackboard by Dec. 10](#)
 - [Week 15 Discussion](#): Overall, what have you learned to do to help yourself approach writing in the future? What things have helped? What things stall you in writing?

Week 16: Dec. 10 – 14 (Finals Week)

- **[Essay 4 Due](#) by Wednesday, Dec. 12th**