



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

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

Instructor's Course Requirements

I. Grade Considerations

- A.** If you are required to take English classes beyond ENGL 1301, you must make a C or better in this course.

II. Online Components and Lecture Recordings

- A.** An online course requires that you must have regular access to a computer, and a reliable internet connection
- B.** Blackboard works best with [Google Chrome](#) or [Firefox](#). I am not sure about Safari, but I do know it does not play well with the Microsoft browsers.
- C.** Some papers may be turned in using Safe Assign. Also, you may be required to watch *YouTube* videos, so your computer will need to be able to allow that. You will also need Microsoft Word or compatible word processing program. (More info below)
- D.** Please remember that the EPCC computer labs no 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](#).
- E.** I record class lectures that capture the screens we view in my face-to-face classes which you may find helpful. You can cross reference the topics covered by looking at the schedule posted on the schedule page for the current semester and visiting [my YouTube channel](#) and looking at the playlist for that course. 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*, 9th edition. Diana Hacker, ISBN: 978-1319133054

B. Supplements

- 1.** *Writing down the Basics*. [Available on my website](#) as a free pdf download, or for purchase as a print out at the TM ISC (TM Room 1550) for a minimal price.

(Texts and Materials, cont.)

- a) If you will be using your smartphone to access this, I suggest you download the free Adobe Reader app for Android or IOS/Apple, Bluefire Reader if you cannot access the hyperlinks in the document. It will allow you to do so, though in the Android version, you must select "Open in Browser" from the menu in the window that opens when you click on a link. (Not sure about Apple.)
- 2. My website: www.kelli.ninja
- C. Materials
 - 1. Access to Microsoft Word on your own computer or via the computer lab/library/etc.
 - a) 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](#).

IV. Attendance (5% of total grade)

Attendance is expected and essential in any classroom environment. Attendance is especially important in the online environment.

- A. Drops for Non-Attendance
 - 1. If you have not logged in within the first two weeks of the course, I will drop you.
 - 2. If you do not participate in class for two consecutive weeks without notifying me and discussing your situation, I may drop you.
- B. If you anticipate being without computer access for a week or more (work or out-of-town commitment), you must contact me at least a week beforehand so that we can work out a schedule, otherwise I may drop you.
- C. I will only work out an alternate schedule for you if you are in good standing (getting your work done and participating in the course).
- D. We follow the college schedule. Look ahead to make plans as needed. I'm more than willing to work with you to get things done early when possible.
 - 1. It is your responsibility to let me know if your name ever disappears from Blackboard or Banner. 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. Ultimately, it is your responsibility to drop the course if you are not going to be able to complete it.
- F. 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.

V. Participation: (5% of total grade)

Part of your grade is based on participation in class discussions, and collaborative work. 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 assignments and submit your assignments on time.
- C.** 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.
- D.** Follow the guidelines of [netiquette](#).
- E.** I will drop you for disorderly conduct, abusive 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.
- F.** Come to class with a good attitude, a sense of humor, and a willingness to work and learn.

VI. 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.

VII. 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.

- A.** Assignments which are NOT accepted late:
 - 1.** Quizzes cannot be done after the due date
 - 2.** Discussions will not be accepted late.
 - 3.** Prewritings are not accepted after the due date for the specific essay.
- B.** For all other work, I will not accept it more than five (5) days late. In addition, you will lose five (5) points for each day the work is late.
- C.** You will not receive the feedback you would have gotten had the assignment been submitted on time.
- D.** The only time I will accept works beyond the late due date (5 days) is if you meet the following conditions
 - 1.** Your work is late due to catastrophic circumstances beyond your control. (Unexpected surgery, a serious auto accident, etc. It must be credibly documented.)
 - 2.** You must be in good standing in the class at the time of the catastrophe. (Consistent attendance, work, and participation.)

(Late Work, cont.)

- 3. You must notify me as soon as possible and arrange to meet with me to discuss plans for catching up.
- E. 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.
- F. NO LATE WORK WILL BE ACCEPTED DURING FINALS WEEK.

VIII. Assignments

Other than prewriting and 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 prewritings and in-class essays.

A. Course Work (20% of total grade)

1. Quizzes

- a) Quizzes are posted on [Blackboard](#) and cover the assigned readings for the day.
 - (1) For technical problems with Blackboard, contact the EPCC Blackboard Help Desk [888-296-0863](tel:888-296-0863)
 - (2) You should use the same login information you use to login for registration
- b) Quizzes will close at Monday midnight for the week unless otherwise specified in the assignment or schedule.
- c) You *cannot make up missed quizzes*, however, you can work ahead.
- d) The final quiz/exam counts twice in this section.

2. Pre-Writing Assignments

- a) These serve as building blocks for the writings we do over the course of the semester.
- b) These should be posted to the proper place as directed in the schedule and on Blackboard.
- c) *Prewritings are **not accepted** after the essay is turned in.*

3. Discussions: In-Class Group Work

- a) This cannot be re-created and therefore cannot be made up after the closing date.
- b) When you participate in group discussions, you should post your thoughts, and then respond to at least two classmate's ideas. This is a public discussion forum, so the whole class is participating. You need to reply thoughtfully to the discussion questions and to the responses your peers post; merely saying "I agree" is not enough. Explain your responses.
- c) For full credit you must respond to the entire prompt and you must respond to your classmates; however, you don't have to reply to all of your peers' postings—you should respond to at least two. I am

(Course Work, cont.)

looking for thoughtful responses in the conversation on a consistent basis. (80% for your original post/20% for response to classmates)

- d) You should participate in a timely manner. The class works best when everyone works together. If you wait until the last minute, you are not really participating. And your classmates have no obligation to respond to your posts at the last minute.
- e) When communicating online, remember that you convey tone with word choice and the use of emoticons, bold, all caps, etc. Be polite, write in proper English, and do not write in all caps.

B. Major Writing Assignments (70% of grade)

- 1. Essays (50% of total grade)
 - a) Essays should be typed and properly formatted according to MLA or APA style, depending upon the assignment, which we will study during this class.
- 2. Cover Letters (averaged as 20% of total grade)
 - a) Cover Letters will be written for essays 1-3, and they should be formatted in full-block business style, which we will also study during this course.
 - b) All three cover letter grades will be averaged and count as one essay grade.

C. Essay Extra Credit

You may earn up to 5 extra credit points on essays and cover letters if you go to the writing center either in person or online.

- 1. Access the rules for essay extra credit on my [Extra Credit webpage](#), and carefully read the rules and instructions.
- 2. Because I believe this is so important, I will give you extra extra credit for the first essay assignment. If you take your Essay 1 to the writing center, you may earn up to 10 extra credit points. *This only applies to the first Essay.*

IX. Pursuit of Course Objectives

- A. If you fail to complete at least half of class work by 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.
- B. If you do not complete at least one of the first two essays, you will be dropped from the course.

X. Record-Keeping

A. Keep all of the work you do for this class until final grades have been posted.

In the event of some unforeseen event, you may need to produce all work you've done. Additionally, we have projects that require you to use past course work. As a backup, I suggest you email a copy of them to yourself.

XI. 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.

XII. 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	20%	C	70-79
Grammar Notes Assignment	10%	D	60-69
Essays/Cover Letters	60%	F	0-59

XIII. 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.
- 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 announcements.

XIV. Contacting Me

All of my contact information is listed on the first page of this syllabus and in our Blackboard classroom.

(Contacting Me, cont.)

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. I have online office hours. [Click here](#) to access the instructions for those.
3. If you cannot make it to my office hours, let me know and we can schedule a time that works for both of us.
4. 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. Direct email to my EPCC address, outside of Blackboard, at: kwood@epcc.edu.
2. I expect you to use your EPCC email for all communication related to your course work.
3. *Always include a subject line **and** a message. Any attachment sent with no subject line and message **will be deleted**.*
4. 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.
 - a) Use your class days and time in the subject line. For example, "MW 1 pm" or "ENGL 1301 Online."
 - b) Use your first and last name in the email. One semester I had four Jessicas, so first name alone doesn't always work.
5. [Read about these 10 best email practices.](#)
6. 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.
7. 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.
8. I generally do not check email on the 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 11am, 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.

XV. Agreement to Instructor Policies

By continuing to be enrolled in this class, you are indicating to me that you understand and accept the class policies as explained above.

Helpful Links

- Helpful Links Blackboard 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>
- EPCC password recovery link: <https://apps.epcc.edu/>

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

[Check out these things that EPCC offers you.](#)

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>English</u>		
COURSE RUBRIC AND NUMBER	<u>ENGL 1301</u>		
COURSE TITLE	<u>Expository English Composition</u>		
COURSE CREDIT HOURS	<u>3</u>	<u>3</u>	<u>0</u>
	Credits	Lec	Lab

I. Catalog Description

Emphasizes intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasizes effective rhetorical choices, including audience, purpose, arrangement, and style. Focuses writing the academic essay as a vehicle for learning, communicating, and critical analysis. **Prerequisite:** NCBW 0111 or NCBW 0211 or NCBW 0311 or INRW 0311 or ESOL 0341 with a "C" or better or by placement exam. **Corequisite:** NCBW 0111 or NCBW 0211 or NCBW 0311. (3:0).

II. Course Objectives

Upon satisfactory completion of this course, the student will be able to accomplish the following.

- A. Engage in **critical thinking skills**, creative thinking, innovation and inquiry; demonstrate analysis, evaluation, and synthesis of information.
- B. Demonstrate effective written, oral, and/or visual **communication skills**.
- C. Analyze the subject, occasion, audience, and purpose of writing assignments.
- D. Apply appropriate strategies to generate ideas and use modes of expression for writing assignments.
- E. Draft essays of approximately 700-1000 words that focus on a thesis statement, with introduction, multiple body paragraphs which develop the major points indicated in the organizational plan of each essay, and an appropriate conclusion.
- F. Demonstrate **teamwork skills** including the ability to consider different points of view, work effectively with others to support a shared purpose or goal, and integrating peer responses and instructor suggestions into the revision process.
- G. Revise the essay.
- H. Edit to improve content, organization, style, grammatical correctness, spelling, punctuation, usage and mechanics using Standard Written English.
- I. Analyze assigned readings and relate the styles and approaches to the student's own writing.
- J. Demonstrate comprehension of the reading assignments in class discussions, exercises, summaries, and/or objective quizzes.
- K. Demonstrate **personal responsibility skills** including the ability to connect choices, actions, and consequences to ethical decision-making.
- L. (Optional) Demonstrate basic library and research skills by using reference materials such as periodicals, books, electronic sources, and interviews.
- M. (Optional) Demonstrate interpretive insight in a written response to a short story, novel, poem, play, or film.

III. THECB Learning Outcomes (ACGM)

Upon successful completion of this course, students will:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.

4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.

IV. Evaluation

A. Activities and Other Concerns

1. Students will write a minimum of five major essays or other types of writing projects, including the in-class essay that is written during the final exam period. It is suggested that at least one other essay be written in class. These essays should involve the multiple stages of the writing process and demonstrate a variety of strategies. These assignments may vary in length, depending on the nature of the project, but the major essays should be at least 700 words. In addition to academic writing assignments, other types of writing assignments may include proposals, reports, commentaries and reviews. One of these activities must comply with the Quality Enhancement Plan, "Learning about the Community as a Community." Students should compose at least one assignment on a word processor or computer.
2. Correct use of Standard Written English will be emphasized, including grammatical sentence structure, spelling, punctuation, mechanics, and usage.
3. The various rhetorical patterns may be covered separately; however, instructors should stress the potential of these approaches to overlap.
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.

B. Final Examination

1. A final examination is required in all English 1301 classes. The exam should consist of (or at least include) an essay written in class during the scheduled two-hour final examination period. The topic will be assigned by the instructor and should lend itself to one or more of the rhetorical approaches the student has studied during the semester.
2. The final essay should satisfy the course objectives: use of appropriate essay form, attention to rhetorical strategies, a clear thesis, satisfactory organization, adequate and relevant content, and basic mechanical competence.
3. If the instructor thinks the final essay does not satisfy the course objectives, the exam may be used as a justification for failing the student for the course. In such cases, it is advisable to have one other instructor confirm the evaluation of the essay.
4. If the instructor judges that the final essay meets the course objectives satisfactorily, the essay should be graded and may be averaged in with the other course work to determine the course grade.

C. Grading Percentages

Grade percentages for determining the course grade may be devised by the individual instructor, but the writing projects/essays will account for at least 70% of the student's grade. At the instructor's discretion, the grade for the final exam may be averaged as part of the 70%.

D. Remediation

At the instructor's discretion, students may be allowed to rewrite papers or retest for higher grades. Students seeking additional help may obtain tutoring assistance from one of the Writing Centers, located at most of the campuses.

E. Grading Scale

Note: This course is the prerequisite for all further English courses, including literature courses, and must be passed with the grade of "C" or better before it can be used as a prerequisite.

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = below 60
I = Incomplete
W = Withdrew or withdrawn

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.

SCHEDULE

"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)
- ☐ **Learn about Writing**
 - MLA Format: (Choose one)
 - [MS Word](#) (Video)
 - [Google Docs](#) (Video)
 - [MLA Assignment](#)

(Continued→)

□ **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](#)
- [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](#)

(Continued →)

□ **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.
-

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**

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](#)) *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 (coming soon)
- **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](#) *

(Continued→)

- **How Others Have Done This**

- Sample: [Beamers before Babies](#) (I read it to you in this Video)—coming soon
 - [Check out the "ad"](#)
- Sample: [A Look Between the Lines](#)
- Sample: [The Pinnacle of Achievement is Beauty](#)

- **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.

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 Read "[I'll Show You Mine](#)" to you (Video)—coming soon
- Sample: [A Fat World Wearing a Skinny Mask](#)*
- Sample: [Women are Invincible](#)
- Sample: [Everything's Important Except our Future](#)

- **Getting Started on Your Analysis**

- Prewriting 1 ([Slideshow](#) or Video) —coming soon

- **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

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](#)) —coming soon
 - Prewriting 3 ([Slideshow](#)) or [Video](#)) —coming soon [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 ([Video](#)) —coming soon
- **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**