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# INRW 0311: Integrated Reading & Writing

SPRING 2025 | M/W  
CRN 21715



## 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 2-3, T/Th 1:30-4:30, F 11-1 Room 1101, TM

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

**Online Conferences:** [Schedule a conference](#)

[0311 Syllabus & Policies](#)



Digital  
Schedule

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



Refresh  
your  
Schedule

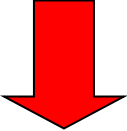
Make sure to refresh and check the schedule on a regular basis. You should look over homework and what we'll do in class for the week ahead at the beginning of the week, then check it at least one day before each class meeting to have time to complete lessons and homework before coming to class.



View or  
Review  
later

*If you are absent during class time or want to review*, find our class recordings on this playlist: [0311 T/Th @ 11:30](#)

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	Topics and Homework	Class Agenda
<b>Week 1</b>		
Intro to the course, technology, and learning format		
<b>W</b> <b>1/22</b>	<p><i>Things listed in this column are homework. Make sure you have those done <b>before</b> class begins.</i></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Class Policies &amp; Syllabus</a></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> <li><input type="checkbox"/> <a href="#">Class Notes Assignment</a>: Taking notes in a skills class</li> </ul>
<b>Week 2</b>		
Format Assignments & Introduction to Summary Responses		
<b>M</b> <b>1/27</b>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">Summary Response Assignment</a></li> <li><input type="checkbox"/> <a href="#">The Myth of the Good Writer</a> After you make notes on the main points of this article, write down some ideas about what you might write about if you were doing a summary response based on this article. You can note some quotes you like and some experiences or ideas it makes you think of.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> Sample Summary Response: <a href="#">“The Myth of the Good Writer”</a></li> </ul>
<b>W</b> <b>1/29</b>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">How to Write a Summary</a></li> <li><input type="checkbox"/> <a href="#">Reading Critically and Actively</a>, pp. 1-10</li> </ul> <p><b>DUE in class</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bring in notes on <a href="#">“Reading Critically and Actively.”</a> Use the tips and basics from the <a href="#">Summary Response Assignment</a> to guide what you need to take notes on. Here are some other things you might write about in those notes. (These are just notes. They don’t have to be sentences or paragraphs, just thoughts you had and parts that you like or that make sense.) <ul style="list-style-type: none"> <li>o What are some of the most helpful things that stand out—highlight or make notes about those.</li> <li>o What things do you find confusing?</li> <li>o What things do they mention that you need to work on?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion</li> <li><input type="checkbox"/> <a href="#">Writing a Summary Response, Part I: Options, Approaches, and a Sample</a></li> <li><input type="checkbox"/> <a href="#">Summary Response Worksheet Handout</a></li> </ul>

Date	Topics and Homework	Class Agenda
<b>Week 3</b> Summary Response 1		
<b>M</b> <b>2/3</b>	<b>READ:</b> <input type="checkbox"/> <a href="#">Reading Critically and Actively</a> , pp. 11-18  <b>DUE in class</b> <input type="checkbox"/> Bring in notes on “ <a href="#">Reading Critically and Actively</a> .”	<input type="checkbox"/> <a href="#">Writing a Summary Response, Part II: Format and Citation</a> <input type="checkbox"/> Summary Response Worksheet work
<b>W</b> <b>2/5</b>	<b>Due in class:</b> <input type="checkbox"/> Completed Summary Response Worksheet for “ <a href="#">Reading Critically and Actively</a> ”  <input type="checkbox"/> Printed draft of your Summary Response #1: “ <a href="#">Reading Critically and Actively</a> ”	<input type="checkbox"/> Workshop: This is a class activity—to get credit you must have your draft with you.
<b>Week 4</b> Summary Response 2		
<b>M</b> <b>2/10</b>	<b>Due on Blackboard</b> <input type="checkbox"/> Summary Response #1: “ <a href="#">Reading Critically and Actively</a> ”	<input type="checkbox"/> Discussion and Reflection
<b>W</b> <b>2/12</b>	<b>READ:</b> <input type="checkbox"/> <a href="#">Defining Goals</a>  <b>Due in class</b> <input type="checkbox"/> Bring in notes on “ <a href="#">Defining Goals</a> .”	<input type="checkbox"/> Discussion
<b>Week 5</b> Summary Response 2		
<b>M</b> <b>2/17</b>	<b>Due in class</b> <input type="checkbox"/> <a href="#">Summary Response Worksheet</a> for “ <a href="#">Defining Goals</a> .”	<input type="checkbox"/> Drafting and feedback
<b>W</b> <b>2/19</b>	<b>Due in class:</b> <input type="checkbox"/> Completed Summary Response Worksheet for “ <a href="#">Defining Goals</a> .”  <input type="checkbox"/> Printed draft of your Summary Response #2: “ <a href="#">Defining Goals</a> .”	<input type="checkbox"/> Workshop: This is a class activity—to get credit you must have your draft with you.

Date	Topics and Homework	Class Agenda
<b>Weeks 6 &amp; 7</b> Conferences & Online Work		
M 2/24 - W 3/5	<p style="text-align: center;"><b>Come to the conference time you signed up for in ENGL 1301</b></p> <p><b>Due on Blackboard by midnight (11:59) Wednesday 3/5</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Summary Response #2: "<a href="#">Defining Goals.</a>"</li> </ul> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <a href="#">A History of Panic Over Entertainment Technology</a> and make notes on it. Notes on this as well as the completed Summary Response worksheet will be due when we come back from conference.</li> </ul>	
<b>—SPRING BREAK, MARCH 9-15—</b>		
<b>Week 8</b> Summary Response 3		
M 3/17	<p><b>DUE in class:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Notes on "<a href="#">A History of Panic Over Entertainment Technology.</a>"</li> <li><input type="checkbox"/> Completed Summary Response Worksheet for "<a href="#">A History of Panic Over Entertainment Technology.</a>"</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Drafting and feedback</li> </ul>
W 3/19	<p><b>DUE in class:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed Summary Response Worksheet for "<a href="#">A History of Panic Over Entertainment Technology.</a>"</li> <li><input type="checkbox"/> Printed draft of your Summary Response #1: "<a href="#">A History of Panic Over Entertainment Technology.</a>"</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Workshop: This is a class activity—to get credit you must have your draft with you.</li> </ul>
<b>Week 9</b> Summary Response 3		
M 3/24	<p><b>Due on Blackboard</b></p> <p>Summary Response #3: "<a href="#">A History of Panic Over Entertainment Technology.</a>"</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Discussion and Reflection</li> </ul>
W 3/26	<p><b>DUE in class:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completed Summary Response Worksheet for Summary Response #4: "<a href="#">Friend or Faux: Are Parasocial Relationships Healthy?</a>"</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Drafting and feedback</li> </ul>

Date	Topics and Homework	Class Agenda
<b>Week 10</b> Summary Response 4		
<b>M</b> <b>3/31</b>	<b>CESAR CHAVEZ DAY: NO CLASS</b>	
<b>W</b> <b>4/2</b>	<b>DUE in class:</b> <input type="checkbox"/> Printed draft of your Summary Response #4: <a href="#">“Friend or Faux: Are Parasocial Relationships Healthy?”</a>	<input type="checkbox"/> Workshop: This is a class activity—to get credit you must have your draft with you.
<b>Week 11</b> Summary Response 5		
<b>M</b> <b>4/7</b>	<b>READ:</b> <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.  <b>Due in class</b> <input type="checkbox"/> Notes on your sections of <a href="#">What AI Teaches Us About Good Writing</a> <input type="checkbox"/> Completed Summary Response Worksheet for Summary Response #5: <a href="#">What AI Teaches Us About Good Writing</a>	<input type="checkbox"/> Discussion and Reflection
<b>W</b> <b>4/9</b>	<b>DUE in class:</b> <input type="checkbox"/> Printed draft of your Summary Response #5: <a href="#">What AI Teaches Us About Good Writing</a>	<input type="checkbox"/> Workshop: This is a class activity—to get credit you must have your draft with you.
<b>Week 12</b> Workshop & Begin Conferences		
<b>M</b> <b>4/14</b>	<b>READ:</b> <input type="checkbox"/> <a href="#">Final Portfolio Checklist</a>	<input type="checkbox"/> Portfolio Discussion <a href="#">Grading Rubric and Review</a>
<b>Essay 2 Conferences &amp; Online Work</b> <b>W 4/16-M 4/28</b>		

**Make sure and work on the things you need to bring in when we come back:**

- Your three best Summary Responses—revise, edit, and go to the writing center to work on them.
- Print out your copies of the letters and essays required for the portfolio from ENGL 1301
- A list on notes of ideas for paragraphs 1-3 in your Portfolio Cover Letter—you can go ahead and draft this and take it to the writing center also.

Date	Topics and Homework	Class Agenda
<b>Week 14</b> Portfolio Preparation—Samples and development		
<b>M</b> <b>4/28</b>	<input type="checkbox"/> Final day of conferences, no class. Make sure you've gathered and worked on the things you need for your portfolio for next time.	
<b>W</b> <b>4/30</b>	<b>Due in Class</b> <input type="checkbox"/> Your three best Summary Responses <input type="checkbox"/> Copies of the letters and essays required for the portfolio from ENGL 1301 <input type="checkbox"/> A list of ideas for paragraphs 1-3 in your Portfolio Cover Letter	<input type="checkbox"/> Workshop and feedback <input type="checkbox"/> Summary Responses <input type="checkbox"/> Portfolio cover letter <input type="checkbox"/> Final Reflection samples, planning
<b>Week 15</b> Final In-Class Reflective Essay		
<b>M</b> <b>5/5</b>	<b>DUE in class</b> <input type="checkbox"/> Copy of your original MLA format Assignment <input type="checkbox"/> Portfolio cover letter <input type="checkbox"/> Revisions and drafts of 3 Summary Responses	<input type="checkbox"/> In-class drafting
<b>W</b> <b>5/7</b>	<b>DUE in class</b> <input type="checkbox"/> Final Portfolio	<input type="checkbox"/> Final Reflection finished in class and added to final portfolio
<b>Week 16</b> Final Meeting-Attendance Required <a href="#">Final Exams Schedule</a>		
<b>W</b> <b>5/14</b>	<b>Wednesday</b> <b>11-1</b>	<input type="checkbox"/> Final Reflections and Questions <input type="checkbox"/> Return of portfolio and other papers