

# INRW 0311: Integrated Reading & Writing

CRN 21717; Spring 2026

## DAILY SCHEDULE

### Contact Information

**Email**

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

**Talk/Text**

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

**Web**

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

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**In-Office hours:** TTh 2-3, T/Th 1:00-4:00, F 11-1, Room 1101, TM

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

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

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[O311 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.

However, remember that this is a face-to-face class. If things go wrong with the technology, that's part of the price of missing class. I suggest you make friends with someone in class and contact them about what went on in class as well. In addition, some days are not conducive to recordings as they are based on group-work or other similar activities.

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## General Class Structure (80 minutes total)

1. Q&A from ENGL 1301 (5-10 min) - What questions do you have from the main class?
2. Focused Activity (45-50 min) - Group work, discussion, skill building
3. Field Trip, Activity, or Extended Work Time (25-30 min) - First month includes campus tours

Date	Focus/DUE	Class Activities (45-50 min)	Field Trip/ Activity
<b>PHASE 1: Building Foundations &amp; Supporting the Emblem Essay</b>			
T 1/20	Welcome & Orientation	<ul style="list-style-type: none"> <li>• Introductions and community building</li> <li>• Syllabus scavenger hunt (both courses!)</li> <li>• Goal-setting: Long-term, medium-term, short-term</li> <li>• Complete goal worksheet together</li> </ul>	
Th 1/22	Note-Taking & Learning	<ul style="list-style-type: none"> <li>• Group presentations on note-taking videos (from 1301)</li> <li>• Share and compare note-taking strategies</li> <li>• What makes effective college notes?</li> </ul>	<i>Library Scavenger Hunt!</i>
T 1/27	<p><b>READ:</b> <a href="#">How to Read an Assignment</a> (Worksheet)</p> <p><b>DUE:</b> Bring an assignment to class—it can be one of yours, a friend's, or one you found online or in a textbook.</p>	<ul style="list-style-type: none"> <li>• Group work: Decode the assignment together</li> <li>• What is it really asking? What are the hidden expectations?</li> <li>• Share findings - teach your classmates!</li> </ul>	<i>Writing Center Tour</i>
Th 1/29	<p><b>DUE:</b> Answer these questions in your notebook. <a href="#">Beginning of the Semester Reflection</a>. Don't over think them, but do give them some thought. Bring in your notes.</p> <p>Prewriting Strategies</p>	<ul style="list-style-type: none"> <li>• Share Emblem prewriting in mixed groups</li> <li>• Give feedback using simple protocol</li> <li>• What objects are people choosing? Why?</li> <li>• Whole class: Common themes and insights</li> </ul>	<i>Language Lab</i>
T 2/3	<p>Developing Ideas</p> <p><b>READ</b> "<a href="#">Defining Goals</a>" from <i>College Success</i> (Lumen Learning)</p>	<ul style="list-style-type: none"> <li>• Continue prewriting development</li> <li>• Group brainstorm: Deepening your emblem's meaning</li> <li>• Practice explaining your essay's purpose aloud</li> </ul>	<i>Campus Life / Student Union</i>
Th 2/5	From Brainstorm to Draft	<ul style="list-style-type: none"> <li>• Organization strategies for narrative essays</li> <li>• Where does your story start? End?</li> <li>• Group work: Outline exchange and feedback</li> </ul>	<i>Computer Labs / First Year</i>
T 2/10	Drafting Support	<ul style="list-style-type: none"> <li>• Bring drafts to share in groups</li> <li>• Focus: Introductions and conclusions</li> <li>• What makes readers want to keep reading?</li> </ul>	

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Th 2/12	Workshop Prep	<ul style="list-style-type: none"> <li>Pre-workshop review of drafts</li> <li>Practice giving constructive feedback</li> <li>Role-play: Kind, helpful critique</li> </ul>	
T 2/17	<p style="text-align: center;">NO INRW CLASS - Essay 1 Conferences in 1301 Make sure to keep up with the work on the ENGL 1301 schedule.</p>		
Th 2/19			
T 2/24			
<b>PHASE 2: Supporting the Informative Synthesis Essay</b>			
Date	Focus	Class Activities (45-50 min)	Field Trip
Th 2/26	Return from Conferences Transition to Synthesis	<ul style="list-style-type: none"> <li>Debrief: How did conferences go?</li> <li>Growth mindset reflection - what did you learn?</li> <li>What will you do differently on Essay 2?</li> <li>From personal writing to academic writing</li> <li>What changes? What stays the same?</li> <li>Introduction to 'repeatability across sources'</li> </ul>	
T 3/3	Reading Academic Sources  <b>DUE:</b> Read the <a href="#">Essay 2 Launch Pad</a> and answer these questions in your notebook. Be prepared to share some thoughts from it.	<ul style="list-style-type: none"> <li>How to read for synthesis (not just summary)</li> <li>Annotating together with one of the readings</li> <li>What to look for: claims, evidence, patterns</li> </ul>	
Th 3/5	Finding Patterns	<ul style="list-style-type: none"> <li>Source comparison activity</li> <li>What do multiple sources agree on?</li> <li>Mapping themes across readings</li> </ul>	
T 3/10	Mid-Semester Check-In  <b>DUE:</b> Read the <a href="#">Mid-Semester Check-In</a> and answer the questions in your notebook. Be prepared to share some thoughts from it	<ul style="list-style-type: none"> <li>'Great things are done by a series of small things brought together'</li> <li>Metacognitive reflection: How are you doing?</li> <li>What resources have helped? What do you need?</li> </ul>	
3/17-20	<i>SPRING BREAK - Rest and recharge!</i>		
Th 3/12	Back from Break	<ul style="list-style-type: none"> <li>Re-centering and reconnecting</li> <li>Review synthesis essay requirements</li> <li>Group work: Topic development</li> </ul>	
T 3/24	Building Your Synthesis	<ul style="list-style-type: none"> <li>Prewriting workshop for synthesis</li> <li>How to organize multiple sources</li> <li>Creating your essay map</li> </ul>	
Th 3/26	Citation Practice	<ul style="list-style-type: none"> <li>MLA in-text citations review</li> <li>Narrative vs. parenthetical - when to use each</li> <li>Practice with your actual sources</li> </ul>	

Date	Focus/DUE	Class Activities (45-50 min)	Field Trip/ Activity
Th 4/2	Drafting Together	<ul style="list-style-type: none"> <li>Group work: Introduction strategies</li> <li>Peer feedback on thesis statements</li> <li>Building paragraphs around sources</li> </ul>	<i>Library workspace</i>
T 4/7	Workshop Prep	<ul style="list-style-type: none"> <li>Pre-workshop draft review</li> <li>Checklist review: What does the rubric require?</li> <li>Prepare questions for conferences</li> </ul>	<i>Library workspace</i>
Th 4/9 – Th 4/23	<i>NO INRW CLASS - Essay 2 Conferences in 1301 Keep up with work on 1301 schedule</i>		
<b>PHASE 3: Building Your Portfolio (with Argument Essay Support)</b>			
T 4/28	Portfolio Launch + Essay 3 Q&A <b>READ</b> the <a href="#">Portfolio Assignment</a> .  <b>Due:</b> Read <a href="#">Essay 3 Launch Pad</a> and answer the questions in your notebook. Be prepared to share some thoughts from it	<ul style="list-style-type: none"> <li>Q&amp;A: Questions about your Argument Essay?</li> <li>Transition to portfolio focus</li> <li>Introduce portfolio assignment and expectations</li> <li>Begin inventory: Gather all your semester work</li> </ul>	<i>Library workspace</i>
Th 4/30	Portfolio Inventory + Commentary  <b>DUE:</b> <a href="#">Fill out this Worksheet</a> that works though some brainstorming and ideas for your portfolio.	<ul style="list-style-type: none"> <li>Q&amp;A: Argument Essay check-in</li> <li>Complete portfolio inventory worksheet</li> <li>Learn to write reflective commentary</li> <li>Draft commentary for 2-3 samples</li> </ul>	<i>Library workspace</i>
T 5/5	Portfolio Workshop Day 1	<ul style="list-style-type: none"> <li>Q&amp;A: Final Argument Essay questions</li> <li>Peer review of portfolio drafts</li> <li>Feedback on commentary quality</li> <li>Work on revisions</li> </ul>	<i>Library workspace</i>
Th 5/7	Portfolio Workshop Day 2	<ul style="list-style-type: none"> <li>Introduction/reflection writing (or video planning)</li> <li>Final peer review</li> <li>Polish and finalize</li> <li>LAST DAY OF REGULAR CLASSES</li> </ul>	<i>Library workspace</i>
<b>FINALS WEEK</b>			
T 5/12	Final Exam Period  <b>Be prepared</b> to present at least your first and last content screens of your portfolio.	<ul style="list-style-type: none"> <li>Portfolio Presentations</li> <li>Celebrate your growth!</li> <li>Final reflection and course wrap-up</li> </ul>	

## Key Resources & Field Trip Locations

Location	Why We're Visiting
<b>Library</b>	Research databases, study spaces, scavenger hunt with prizes! Library hours: M-Th 8am-5pm, F 8am-5pm
<b>Writing Center</b>	Free tutoring! First essay visits can earn extra credit in 1301. One-on-one help with any writing.
<b>Campus Life</b>	Get your student ID validated, learn about clubs and activities, free events throughout the year.
<b>Computer Labs</b>	Free printing, computer access, software you may need for classes.
<b>Connect Center / Counseling</b>	Advising, degree planning, transfer info, personal support services.

### Remember

This class is your secret weapon. By midterm, you'll realize how much extra support you're getting - and the rest of the 1301 class will wish they had it too! Use this time wisely:

- Ask questions about anything confusing from 1301
- Get to know your classmates – we're all working together
- Take advantage of field trips to learn your campus
- Come prepared to participate in group work and dig deeper into our content in 1301.