

RWS 1302: Rhetoric and Writing Studies**CRN: 25550****TIME/DAYS: WEDNESDAY 4:30 TO 5:50****PLACE: UGLC ROOM 232****INSTRUCTOR: AARIN K. WALSTON****E-MAIL: AKWALSTON@UTEP.EDU****PHONE:****OFFICE HOURS: MONDAY AND WEDNESDAYS
12P.M TO 2P.M, TUESDAYS 3P.M TO 4P.M. OR BY
APPOINTMENT.****OFFICE LOCATION: WORRELL HALL ROOM 232****Course Description**

The primary goal of RWS 1302 is to develop students' critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on an awareness of and appreciation for discourse communities as well as knowledge specific to subject matter, genre, rhetorical strategy, and writing process.

The class presents an approach to communication that helps students determine the most effective strategies, arrangements, and media to use in different rhetorical contexts. It teaches students a systematic approach for analyzing rhetorical situations and then producing a variety of documents and presentations while gaining more confidence and fluency in visual, oral, and written communication. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.

This course is taught as a hybrid class--with one face-to-face meeting for lecture and discussion, and the rest of the course utilizing a management system such as Blackboard, a Wiki, or a class website depending on the instructor. Instructors will provide students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in the online environment consistently as it is an integral part of the course. On occasion, students will be asked to meet on the hybrid day to participate in library research, technology workshops, presentations, or other activities their instructor might need them to be physically present for. Please keep this time available for this class. Otherwise, students may miss out on important information.

Learning Outcomes

At the end of this course, students will be able to:

- Understand a theory of discourse communities;
- Engage as a community of writers who dialogue across texts, argue, and build on each other's work;
- Draw on existing knowledge bases to create "new" or "transformed" knowledge;
- Develop a knowledge of genres as they are defined and within discourse communities;
- Address the specific, immediate rhetorical situations of individual communicative acts;
- Develop procedural knowledge of the writing task in its various phases.
- Engage reflection about their own learning.

Students will also have the opportunity to strengthen skills sets in the following areas:

- Think, read, and write critically;
- Formulate research questions and perform primary and secondary research to answer those questions;
- Become familiar with the contents of the UTEP Library, in a variety of forms and areas of professional study (e.g. the arts, humanities, sciences, nursing, social sciences, business, engineering, and education);
- Analyze and synthesize material from outside sources;
- Develop a sensitivity to the significance of data and how it can be rhetorically applied to various genres; and,
- As part of a research process, apply research to various genres; receive instruction in the logic and form of documentation within a discipline (APA); learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material); write analytical and argumentative papers appropriate to genres and larger discourse communities. Curriculum

Required Texts & Materials

Rhetoric and Writing Studies in English: Research and Critical Writing Course. 2014.

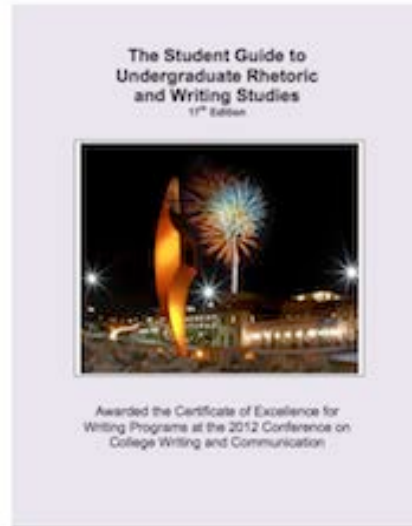
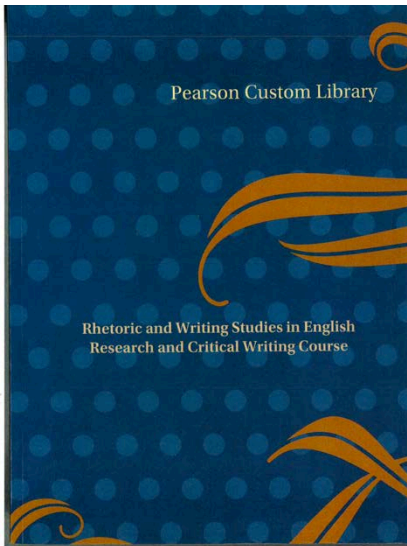
Pearson Custom Library, English Mercury Reader.

ISBN: 10:1-269-25983-0

ISBN: 13: 978-1-269-25983-5

The Student Guide Undergraduate Rhetoric and Writing Studies, 17th Revised edition. 2014

Please be certain to purchase the 17th edition with this cover:



The Student Guide Undergraduate Rhetoric and Writing Studies, 17th edition. 2014
Please be certain to purchase the 17th edition with this cover:

Brytewave Quick Start Guide

The Student Guide Undergraduate Rhetoric and Writing Studies, *17th edition* is a digital book. Students need to purchase an access code either from the UTEP Bookstore or online at http://www.brytewave.com/Cafescribe_to_Brytewave.html

Below are a few simple steps to get started. More information about reading and using your book will be provided.

Creating a Brytewave Reader user profile:

Creating an account with Brytewave is simple, quick and FREE!

- 1) Go to http://www.brytewave.com/Cafescribe_to_Brytewave.html to access the digital textbook(s) using the Brytewave Reader.
- 2) Click on "Brytewave Reader" listed in the banner at the top of the homepage.
- 3) At the "Login" page, create a new account, or login.
- 4) When creating a new account, the site will then ask for information including name, email, username, password, and school. Please choose a username and password that is easily remembered.

Activating the digital textbook:

- 1) Visit http://www.brytewave.com/Cafescribe_to_Brytewave.html and log in to the Brytewave Reader.
- 2) Click the "Activate Book(s)" button.
- 3) *Enter the access code that was purchased through the bookstore or Brytewave and click the magnifying glass icon to lookup The Student Guide Undergraduate Rhetoric and Writing Studies, 17th edition. 2014 book.*
- 4) Select the book, click "Activate Book(s)", and the book will be ready to use.

Course Assignments

End of the Semester Showcase: As a class, we will select which project will be submitted for the showcase.

The Undergraduate Rhetoric and Writing Studies Program at UTEP uses Blackboard. Projects will be submitted and graded through Blackboard.

Genre Analysis Matrix: Students will complete the genre analysis matrix as an activity assignment to begin work on the Genre Analysis. This will be submitted to, and graded by, the instructor. **30 pts.**

Genre Analysis first draft: Students will submit a first draft of the Genre Analysis for my comments and suggestions for the final draft. **20 pts.**

Writing Workshop for Genre Analysis: Students must attend work shop with a completed draft. **10 pts.**

Genre Analysis: Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. This will be submitted (rough and final drafts) to, and graded by, the instructor. **100 pts.**

Research Questions/Citation Analysis Matrix: Students will submit 3-4 research questions for approval and complete the citation analysis matrix as an activity assignment to begin work on the Literature Review/Primary Research Report. This will be submitted to, approved, and graded by the instructor. **30 pts.**

Literature Review first draft: Students will submit a first draft of the literature review for my comments and suggestions for the final draft. **30 pts.**

Writing Workshop for Literature Review: Students must attend work shop with a completed draft. **20 pts.**

Literature Review / Primary Research Report: Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. This will be submitted (rough and final drafts) to, and graded by, the instructor. **200 pts.**

Argumentative/Advocacy Outline for Documentary Film Project: Students will submit an outline to show the persuasive purpose and argumentative structure for the documentary film. This will be submitted to, and graded by, the instructor. **30 pts.**

Documentary Film Project: Students will plan, write, film and edit a documentary film advocating a position on a current issue. Students will be provided with opportunities to become more familiar with this software throughout the semester. This will be uploaded on Vimeo or YouTube, and the link copied and pasted on a Word Document. This will be submitted (rough and final drafts) to, and graded by, the instructor. **200 pts.**

Class Presentation: Students will present their documentaries to the class. The instructor will grade this presentation. **50 pts.**

Online Opinion Piece: Students will write an online opinion piece on some aspect of the topic of their Literature Review/Primary Research Report in order to advocate for a policy change. This will be submitted (rough and final drafts) to, and graded by, the instructor. **100 pts.**

E-Portfolio or Advocacy Website: Students will create, design, and maintain an academic profile in the form of an e-portfolio website that includes their semester's work for the topic of their literature review/primary

research report. Students should copy and paste the link on a Word Document. This will be submitted to, and graded by, the instructor. **150 pts.**

Participation in Class: Because this is a hybrid class, participation in-class **and** online is mandatory. The activities included in this category ensure that students learn the material and help them to compose effective projects. This score will include blog entries, attendance, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. **30 pts.**

Grade Distribution (Students can earn a total of 1000 points for the course):

1000-900 = A

899-800 = B

799 -700 = C

699- 600 = D

599 and below = F

Course/Instructor Policies

Project Format: All projects must be word-processed and saved as a Word.doc file. They should be in 12 pt. font, have one-inch margins, and be double-spaced. Use a font style that is easily readable like Times New Roman, Arial, or Georgia. I will only grade word documents. **If I am required to download a program to read your paper, I will send the paper back to you. NO EXCEPTIONS.**

Microsoft Word is available to students at all campus computers and can be purchased at the UTEP Bookstore using a current UTEP ID card at discount. Students may also go to openoffice.org and download a free and compatible version of Word/Office.

Be sure to name each submitted assignment with your first initial, last name, and an abbreviation of the assignment.

For example:

jmartinez rhetanalysis draft

jmartinez rhetanalysis final

Rough Drafts: Part of the participation grade will include the submission of rough drafts. In order to get the most useful feedback, rough drafts should be completed projects. They must also be submitted before or on the due date. The first two assignments (genre analysis and literature review/primary research report) both require rough draft submissions.

Rough Draft Feedback: On the rough drafts, students will receive marginal comments as well as comments at the end of the project. The purpose of this feedback is:

1. To be sure that the project is on the right track: that it meets the requirements of the assignment.
2. To comment on the "big issues." Students will receive comments based on the most important elements of the assignment. Addressing these concerns should help students write a more effective project. The comments will NOT focus on grammar and such—so it is a good idea to get additional help from instructors and the Writing Center for this.

Participation/Attendance: Because this is a hybrid course, attendance is determined by class participation both in class and online. Students must be prepared, participate in online discussions, and attend the face-to-face

class consistently to understand and incorporate the rhetorical strategies and processes used to complete the projects. Participation is worth 15 percent of the final grade.

University Writing Center: UTEP's University Writing Center (UWC) offers free writing tutoring assistance for all UTEP students. The tutors are undergraduate and graduate students who can help with all parts of a writing assignment including prewriting, organizing, revising, and editing. They can also help to understand any writing assignment and help work on comprehending difficult textbook material. Note: To facilitate revision, UWC tutors will not hold a tutoring session fewer than 12 hours before the assignment is due.

Technology and RWS 1302: This course makes heavy use of technology and multimedia. It is strongly recommended that students have access to the Internet from home and are comfortable using a computer.

If home access is not possible, arrangements can be made to use a computer regularly on campus in order to complete the work. Student computer labs such as ATLAS are often available until midnight, but schedules do vary. A great deal of work will be done online, and not having access to a computer will not be an excuse for incomplete or late assignments.

Technology problems are also not an excuse for work that is late or missing. Students need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with technology problems. Expect that at some time, the network will be down, computers will go on the fritz, or some other small catastrophe will occur. If students are prepared ahead of time, they can go to plan B.

Instructions for Accessing Your Course Online: Students must have a UTEP email ID and password before they can access Blackboard. UTEP automatically generates an e-mail ID for students when they are officially admitted to the university. Any questions or problems can be directed to the **Helpdesk at 747-5257**.

Course Delivery of Course:

Blackboard (for Face-to-Face course (F2F)

All the course content will be delivered via Blackboard (F2F) .

Students can access Blackboard by the steps outlined below:

- Go to <http://my.utep.edu>
- Login is e-mail ID. Password is e-mail password.
- Click on the link to Blackboard
- Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.
- Click on the course title to access the course.

Classroom Etiquette:

- No checking email, typing assignments, or surfing the web during class.
- Absolutely no using the printer after class has started. It can be difficult to hear in this room; the printer only makes it that much worse.
- Absolutely no food or drinks in this classroom.
- Turn off cell phone ringers, and please do not text message or listen to iPods/MP3 players during class.

Online "Netiquette":

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.

- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a f2f situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).
- **E-mail etiquette-Please use your UTEP email account to contact me. Email from other platforms will not be opened and answered. When sending an email, include the subject and remember your audience. Be courteous and professional when contacting any instructor.**

Attendance:

According to The University of Texas at El Paso's catalog: "The student is expected to attend all classes and laboratory sessions and attendance is mandatory for all freshman-level courses (1XXX). It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course drop deadline and with a grade of F after the course drop deadline." (For further information regarding excused absences for university-recognized activities, absences for religious holy days, and military leave refer to UTEP's Catalog *Curriculum and Classroom Policies*: <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>)

Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help you learn to improve your writing, often through the discussion of a sample student project (sometimes yours, sometimes one written by a classmate). This is part of the work of the course. Thus, you need to be in class on time and with the books and your work.

Attendance Policy for spring 2016

- Missing a scheduled conference with the instructor constitutes an absence.
- Please also be aware of the six-course drop limit. According to the Texas Education Code, "all first-year students enrolled for the first time at any Texas public college or university are limited to six drops during their academic career. This includes student and faculty initiated drops and courses dropped at other Texas public institutions. This policy does not apply to courses dropped prior to census day or to complete withdrawals." So, be sure to start your college experience on the right track by attending class regularly.
- **Since this is a freshman level course, Students who miss more than four class sessions will be dropped from the course. Only excused absences will not be included in this policy. It is important to show up to class on time. Please be considerate of your fellow classmates. Two late arrivals to class will count as one absence.**
- **If you miss a class, you are responsible to come and see me at my office.** Do not send an email asking what we did in class.

Late Work:

- **Major projects submitted to Blackboard will be due on Fridays at 11:30 p.m. A late window is open until Sunday at 11:30 p.m.**
- **All late assignments will be deducted one letter grade. If you turned in a late paper and it received a B grade, the final grade will be a C. Papers turned in after the Sunday Night dead line will be dropped two letter grades. So a potential B will result in a D grade.**
- **It is very important to turn work in on time. I will allow every student to revise one final project for a higher grade. The only projects that will be considered for a second revision are the ones that were turned in on time.**

Nature of and Time Spent on Course:

RWS 1302 intends to help students develop a wide variety of strategies for communicating in a variety of media. To succeed in this course requires dedication and focus.

Students should allocate sufficient time for the class projects and work. The general rule for all classes is that students spend two hours working outside of class for each class credit. Because this is a 3-hour class, expect to spend 6 hours doing researching and writing each week. However, remember that the class only meets with the instructor and classmates for 1.5 hours a week. Therefore, add the additional 1.5 hours to the 6 for a total of 7.5 hours. During some weeks students may work more; some weeks they may work less. However, keep this average in mind.

Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. (<http://academics.utep.edu/Default.aspx?tabid=54418>)

Copyright and Fair Use: The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Group Assignments: Group work is a common practice for academic and workplace projects. Group assignments are valuable because they help students work together for a common goal. Students who are not doing their group work can be voted off of their groups and will have to complete the project on their own.

ADA: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a

disability and need an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or cass@utep.edu. The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

Important Dates: (adjust these dates in the course calendar that you select for the term)

January 19	First day of class
January 19-22	Late Registration
February 3	Census Day
<u>Spring Break</u> March 7-11	(no classes)—week eight
March 16	Freshmen mid-term grades due
<i>Cesar Chavez Bday</i> March 25	(no class) —double check date because this is on the UTEP 2016 calendar
<i>Spring Study Day</i> March 25	(no class)—double check date because this is on the UTEP 2016 calendar
April 1	Withdraw course drop deadline
May 5	Last day of classes and complete withdrawal from the University
May 6	Dead Day
May 10	<u>Showcase</u> (Tuesday) (during mid-morning-exact times TBA)
May 9-13	Final Exams <i>Check the UTEP finals week calendar for exact dates for your course</i>
May 18	Grades are due in Goldmine

Weekly Schedule (Subject to change)

RWS Reader = *Rhetoric and Writing Studies in English: Research and Critical Writing Course*. 2014. Pearson Custom Library, English Mercury Reader. (Hardcopy textbook);
RWS Guide= *The Student Guide Undergraduate Rhetoric and Writing Studies* (e-book)

Spring 2016 Calendar

All major assignments will be submitted to Blackboard. The due date is Friday at 11:30 p.m. The late window is open until Sunday at 11:30 p.m.

Calendar	Assignments	Hybrid Work	Readings	Due Dates and Assignments
Week One Wednesday January 20	Please read the syllabus and answer the Quiz questions. You will get 1 extra credit point for every correct answer. The quiz and Syllabus are located on the Black Board Home Page.	Hybrid: Under the E-portfolio content area on Black board, watch the YouTube video and read the “Getting Started” power point. I recommend using Wix.com for your platform	RWS Reader= pages 1-9 and 206-218 Read “Curating Secrets: Repatriation, Knowledge Flows, and Museum Power Structures” by Chip Colwell. Found in the	To get Credit, Quiz is due by 12 p.m. Saturday 23rd. 12 extra Credit Points I highly recommend beginning your E-Portfolio.

			Supplementary Readings Content area	
Week Two Wednesday January 27	<p>Begin discussion on topic for the semester. Genre Analysis and the Genre Analysis Assignment.</p> <p>Down load the E-Portfolio Assignment Sheet in the E-Portfolio Content Area.</p> <p>Down load the Genre Analysis Matrix in the Genre Analysis Content Area. Answer each question using both Genres.</p> <p>Chose the platform for your e-portfolio. Create your e-portfolio and an “about me” page.</p>	<p>Hybrid: Carefully read “Forming Your Genre Analysis Matrix” Power Point. Located in the Genre Analysis Content Area.</p> <p>Look at the web links to area Museums under the Web links Content area. Chose the museum’s website for one of your Genres.</p>	<p>RWS Guide= 216-218, 222-223.</p> <p>Make sure you look at the Student example on page 224.</p> <p>How is the student organizing their data? Does the work flow and read easily?</p>	<p>Upload the E-portfolio assignment sheet with your link.</p> <p>This is worth 25 points.</p> <p>Due January 29 at 11:30 p.m.</p>
Week Three Wednesday February 3	<p>Discuss the Genre Analysis Rubric. Discuss Ethos, Pathos, and Logos in Class.</p>	<p>Hybrid: Visit the NASAA web site in the Web Links Content area.</p> <p>Spend some time surfing the site. This spot may be very helpful for your Literature Review.</p>	<p>RWS Reader= Pages 13-23, 27-36</p> <p>RWS Guide= look at the Rubric on page 221 before class.</p> <p>Read the NASAA Advocate pdf under the</p>	<p>Genre Analysis Matrix</p> <p>This is worth 30 points.</p> <p>Due Friday 2/5 at 11:30 p.m.</p>

		Think about what kinds of policies they are advocating while reading.	Supplementary Readings.	
Week Four Wednesday February 10	<p>Begin Literature Review Research Report.</p> <p>Down load the Research questions and Citations Matrix located in the Literature Content Area.</p> <p>Begin forming your research questions. Remember, our class topic for the semester is on Museums.</p>	Hybrid: Read each slide in the power point on “Introduction to the Literature Review” in the Literature Review content area.	<p>RWS Reader=104-115 Focus on the Expository paper sections in the reading. *Your Literature Review will be Expository.</p> <p>RWS Guide=241-243</p>	<p>Genre Analysis Draft</p> <p>This is worth 20 points.</p> <p>Due Friday 2/12 at 11:30 p.m.</p>
Week Five Wednesday February 17	<p>Writing Work Shop. Students must attend and bring a complete rough-draft to receive credit. 10 points for participation. No outside work will be assigned this week. Therefore I expect a well written product from each student for the final draft.</p>	<p>Work on you final draft.</p> <p>Watch Kirby Ferguson’s “Embrace the Remix” (ted talk)</p>	Work on you final draft.	<p>Writing Workshop</p> <p>10 participation points.</p>
Week Six Wednesday	Continue discussing the	Hybrid: Read the power points;	RWS Reader=149-166.	Genre Analysis Final

February 24	Literature Review in Class.	“Creating a Paragraph” And “Creating an Abstract” in the Literature Review Content Area.	“Where is the Public Sociology in Public Social Movement History Sites? The Case of the Civil Rights Movement” Author: Johanna E. Foster Located in the Supplementary Readings Content Area on Black Board.	Worth 100 points. Due Friday 2/26 at 11:30 p.m. Research Questions and Citation Analysis Matrix Worth 30 points Due Saturday 2/27 at 11:30 p.m.
Week 7 Wednesday March 2	Further examining Ethos, Logos, and Pathos. Quoting and Paraphrasing in Academic Writing. Freshman mid-term grades will be posted to Goldmine	Hybrid: Watch Daniel H. Cohen and Thomas Campbell’s ted talks. Located in the Web Links on Black Board	RWS Reader= 327-366 This is a long reading, but please make sure to note how they advise on paraphrasing and quoting.	Spring Break will begin next week. Your draft for your Literature Review will be due the week after Spring Break. I would recommend you begin it.
Spring Break!				

Week 8 Wednesday March 16	Begin Documentary. Students will group together to form their	Hybrid: Go to the Web Links Content Area on Black Board and visit the PBS POV	RWS Guide=288-299 Read the Group work section in RWS Guide=326	Literature Review Draft Worth 30 points Due Friday 3/18
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	documentary committee. Down load the Outline for Documentary Film Project with Script in Documentary content area.	documentary website. Watch several documentaries. Make a list of 2 documentaries that were well done and 2 which could have been better.	The Group must create their own group contract and turn it in at the next class meeting.	at 11:30 p.m.
Week 9 Wednesday March 23	Class work shop on I Movie. Revision of Literature Review/Primary Research. Continue Documentary.	Hybrid: Groups must meet outside of class and create a script for the Documentary.	RWS Reader= 259-270	Work on Literature Review Revision Work on Documentary Script.
Week 10 Wednesday March 30	Literature Review Writing Workshop. Students are required to be present and bring in their draft of the Literature Review. Participation Points=20	Hybrid: Watch the YouTube video “Story Board Secrets” in the Documentary Area Content. This is an hour long video and I may give you a quiz over it-so watch it.		Writing Work Shop 20 Participation points Outline for Documentary Film Project with Script Worth 30 points Due Friday 1/8 at 11:30 p.m.
Week 11 Wednesday April 6	Flipping the Class. Work on Documentary in Class	Hybrid: Read the slides in the Power Point “Completing the E-Portfolio”	Work on Documentary	Literature Review Final 200 points Due Friday 4/8 at 11:30 p.m.
Week 12 Wednesday	Discuss the E-Portfolio	Hybrid: Up load your	Work on Documentary	

April 13	Work on Documentary in Class.	Genre Analysis with an introduction and reflection about your work. Refer back to the Power point.		
Week 13 Wednesday April 20	Begin Online Opinion Piece. Look at the online Opinion piece rubric.	Hybrid: Read Dr. Sharon Ann Holt's online opinion piece "Controversy in Public History...Can We Move Beyond Relativism?" This is in the Web links content area under Cross Ties Rutgers University.	RWS Reader= 273-286 RWS Guide= 307-316 Look at the examples beginning on page 317	
Week 14 Wednesday April 27	Work on online Opinion Piece. Discuss the requirements for the group presentations. Upload Literature Review final to E-Portfolio. Provide an Introduction and Reflection.	Hybrid: Watch Amy Cuddy's ted talk "Your body language shapes who you are" Watch Megan Washington's ted talk "Why I live in mortal dread of public speaking" Both talks are in the Web links content area on Black Board.		Documentary Final On the Documentary content area you will upload a word document with the link to your documentary on YouTube. Worth 200 points Due 4/29 at 11:30 p.m.

<p>Week 15 Wednesday May 4</p>	<p>Begin Presentations Each Group will introduce their film and present it to the class.</p>	<p>All revised papers must be submitted to me by hand in this week.</p>		<p>Group Presentations Worth 50 points.</p>
<p>Week 16 Finals Week</p>	<p>Finish Presentations I will inform you what day we will meet and the time.</p>			<p>E-Portfolio Complete due Worth 125 points 5/13 at 11:30 p.m. Online Opinion Piece-graded from the E-Portfolio Worth 100 points Due 5/13 at 11:30 p.m.</p>