For the fall 2020, all sections of RWS 1302 are 100% online

Course:	**RWS 1302: Rhetoric & Composition 2:**
CRN Section:	**13776, 15562, 14461**
Course Dates:	**August 24, 2020-December 3, 2020 (December 7-11 final exams)**
Time:	**Online Blackboard**
Day:	**Daily**
Location:	**Online: Blackboard Platform**
Instructor:	**Esther Solis Al-Tabaa**
Office:	**Hudspeth 211 (Office is not available-campus building is closed)**
Online Office:	**(Available only online under Blackboard's Instructor's Office, and Online office hours using Blackboard Collaborate Ultra)**

UTEP E-mail: eal-tabaa@utep.edu
Online Office Hours: Monday- Thursday from 10:00 a.m. – 1:00 p.m. Mountain Standard Time (I will be logged into Blackboard Collaborate Ultra during this time). BCU is available for audio and or video use.

Also, I am available by online appointment- use the online Blackboard platform email function to communicate. I will respond within 24 hours

Backup for communication:
If for some reason Blackboard is down send me an email through my UTEP email. Also, if you need to talk to me, send me a phone number where I can reach you. I will call you from my home landline.
Also, UTEP has a license for Zoom. I may use Zoom throughout the semester, and will let students know in advance. We have the Zoom link embedded in our Blackboard Shell.

Use Blackboard (the delivery system) built-in e-mail to contact me. It is easier for me to keep organized and to respond in a timely manner. Thank you.

To set up an appointment email me via Blackboard. Appointments are available online, and by email correspondence. If you have any questions throughout the semester, please contact me.

Writing is developed by an abundance of practice, patience, and perseverance, and is a big part of this course. I know that every single one of you will succeed in this endeavor.

Copyright

Program Overview

At UTEP, the First-Year Composition (FYC) program in the English department offers two first-year courses that are typically taken as a sequence, RWS 1301—Rhetoric and Composition I and RWS 1302—Rhetoric and Composition II. These courses are intended to help students develop their rhetorical and writing knowledge and skills within these five knowledge domains: writing process knowledge, subject matter knowledge, rhetorical knowledge, genre knowledge, and discourse

community knowledge. Therefore, we teach writing as a complex activity through which students are given guidance and often collaborate. Drawing on the rich scholarship of Rhetoric and Writing Studies, we have designed our courses to help students address the challenges of 21st century composing. In these courses, students are empowered to determine the most effective strategies, arrangements, and media to use in different rhetorical contexts.

In fall 2020, all sections of RWS 1301 and 1302 will be taught online. Regardless of the delivery system, the FYC program reminds students that the primary purpose of these classes are the learning and practice of writing. The Conference on College Composition and Communication together with the Council of Writing Program Administrators state:

> Writing classes teach writing: Principally, writing classes foreground writing itself as a complex, distributed activity premised upon sociality and community formation, processes and materials, flexibility, and ethical communication. Writing classes may involve participants in purposeful interpersonal interactions (discussions and conversations), writing-related activities (peer review, studying features in model texts), and interpreting texts (making meaning individually or together with others); however, the activity of writing itself continues to be central to what a writing class sponsors.
> *(CCCC and CWPA Joint Statement in Response to the COVID-19 Pandemic)*

RWS 1302 Learning Outcomes

At the end of these FYC courses, students will be able to:

Critical thinking and reading
- Think, read, and write analytically and reflectively
- Address specific, immediate rhetorical situations and their effects on individuals and communities
- Read a diverse range of texts and apply these texts to different audiences, contexts, and situations.

Composing practices
- Read and compose in several genres to understand how genre conversations shape and are shaped by readers' and writers' practices and purposes
- Develop composing processes appropriate to writing style, audience, and assignment
- Use composing processes and tools as a means to discover and reconsider ideas, generate writing, and make meaning
- Engage with a community of writers who dialogue across texts, argue, and build on each other's work
- Develop writing projects through multiple drafts by learning flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Give, receive, and act on productive feedback from peers and instructors to work in progress

Research
- Learn to formulate research questions, methods for research, and analyze and synthesize material
- Develop 21st century technological literacies and modalities needed for researching and composing
- Locate and evaluate primary and secondary materials, such as: journal articles and essays, books, scholarly and professionally established and maintained databases and archives, and informal electronic networks and internet sources.

- Learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material)
- Apply research to various genres and cite sources in American Psychological Association Style (APA) or Modern Language Association Style (MLA)

Assessment
- Use reflective learning strategies to self-assess and understand one's processes and products
- Collaborate
- Integrate and act on critical feedback from peers and instructors
- Understand and examine critically the reasons behind writing conventions in fields and disciplines

Rhetoric & Composition 2 (RWS 1302) Course Description

Rhetoric & Composition 2 (RWS 1302) aims to develop your critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on 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. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.

Required Texts and Materials (Purchase the first day of class)
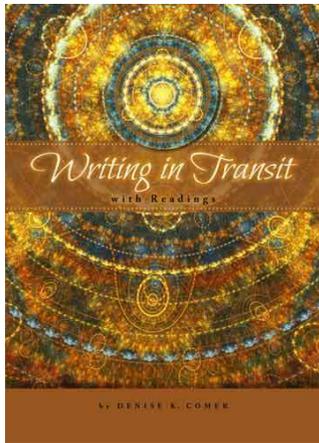
Comer, D. K. (2017). *Writing in Transit with Readings.* Southlake, TX: Fountainhead Press. *ISBN:978-1-68036-636-5.*

Bossie, R., & LaPrade, P. Ed. (2019). *The First-Year Composition Handbook.* (An e-book available through the bookstore or through the publisher Follet/VitalSource. –also, available in your Blackboard dashboard).
ISBN: 13: 978-1-7326112-1-4.

**UTEP's Library: Research Guides: Rhetoric & Writing Studies 1302. Check Blackboard for the link.

Additional readings will be posted on Blackboard or instructions will be provided for accessing them.
Suggested: The American Psychological Association (APA) Style Manual current edition.
APA Style Central Website: http://www.apastyle.org/
Download on-line Class Readings
Websites and videos links are available in Blackboard course
Make sure to download Adobe Acrobat Reader. It's free. https://get.adobe.com/reader/

In the next section, consists of an overview of the assignment. The icons relate to relevant UTEP Edge learning outcomes. Specific assignment guidelines can be found in the FYC Handbook— referred to as the RWS guide. Further instructions are posted on the Blackboard course content.

All Assignments reflect the following: Think of the coursework as an Internship:
Course Focus: Become a Global Citizen in the 21st Century—
You will select a 21st issue in which you advocate, argue, and provide solutions to the issue you have selected from "Become a Global Citizen" websites.

It can be local, national, or global. All assignments build upon each other and are components of the final products that will be used as a means to communicate your advocacy for your topic. Choose your topic/issue. All the mini-assignments should be part
of the bigger project report. The small assignments provide the scaffolding layout for the components of the bigger projects.

These are some new topics for consideration for selecting a 21st century issue that are currently in the forefront of American society and all around the world. The last couple of years have brought many challenges to our local El Paso community. From the active shooter in the *Cielo Vista* Walmart in August of 2019, to now, in 2020, COVID-19 (C-19) along with its many repercussions of mass unemployment, mass deaths, and a complete change of life for people and the uncertainties that the C-19 Pandemic has created on local, national, and international levels. Alongside, the C-19 situation, the world witnessed the video of George Floyd's death at the hands of law enforcement, in which has brought out mass protesters for the "Black Lives Matter" movement, not only in the U.S. but world wide. This is also a major Presidential election year; plus, there is mass division among Americans, and attempts at voter suppression for the upcoming election. These are current issues that are currently impacting Americans, you as students, and even in a global scale. These are mentioned because the advocacy conversation is great across the U.S. and the world, and are worth examining as students of creating advocacy in their world.

Note: Do not change the theme of the course—Your research topic must be within the topics included in *Becoming a Global Citizen*. Your topic must be supported by appropriate academic research. Make sure to use the UTEP Library, and its Database sources.

The weeks contain what is due that week; however, refer to the calendar on what is ahead in the upcoming weeks. Review Blackboard's "Course Content" for submission information and more detailed instructions. Also, all guidelines and student samples are available any time for your review. During some weeks, there will be a heavier workload. However, you are more than welcome to work ahead. All weeks are open and you may begin creating your final projects early on.

Course Assignments: Overview Semester Calendar 16 –Week Course		
Due Dates	**Assignments**	**Points**
Weekly Discussions: Break down of discussions: **Initial Post due on Wednesday- Reply to Two Students by Sunday**		
Weekly throughout the semester located under discussions *see Blackboard discussions for exact days to post and respond to classmates	Online Weekly Reader Response & Discussions (10) each 10 points	100
Online Collaboration		
Throughout the semester before major assignment due date located under discussions *see Blackboard peer-reviews sessions for exact days to post and respond to classmates;	Online Collaborative Peer-Review Sessions (4); and Survey Questions Online Collaborative Peer-Review Sessions (4) --Assignments: #1 Draft of GA=10 pts.; #2 Scaffolding: Part I: CAB= 10 pts.; #2 Part II: Draft of LR =10 pts.; #4 Part I: Website: OP-ED= 10 pts. Survey Questions = 10 pts.	50
Break down of Peer-Review Sessions and Primary Research: Survey **Upload Draft for Peer-Review on <u>Tuesday</u>, Respond to Two Classmates by <u>Thursday</u>, Revise and submit final on Sunday: Primary Research Survey upload link from Survey Monkey on <u>Tuesday</u> and take ALL classmates Surveys by <u>Thursday</u>—then include results of survey in the Literature Review Research Report**		
Week 4: (Tuesday and Thursday)	#1 Draft of Genre Analysis Assignment	
Week 5-6: (Tuesday and Thursday)	Primary Research: Survey Questions created in Survey Monkey	
Week 5-6: (Tuesday and Thursday)	#2 Scaffolding: Part I: CAB	
Week 8-9: (Tuesday and Thursday)	#3 Draft of Literature Review Report	
Week 11: (Tuesday and Thursday)	#4: Draft of Part I: Advocacy Website: Online Opinion-OP-ED Piece	
Break down of Research Reflection Journal (RRJ) **Initial Post due on Thursday- Reply to Two Students by Sunday**		
Keeping a Research Reflection Journal (RRJ): The purpose of reflections is to provide you with furthering concepts, and your research and to think about what direction to take the issue/topic.	Five RRJ Entries @ 10 points each	50

Scaffolding for Assignments		
End of Week 1-2: (Sunday)	**Scaffolding:** Brainstorming of Research Topic	5
End of Week 6: (Sunday)	**Scaffolding:** Part I: Topic Proposal Memo for Semester (Memo format) 10 pts., with a Critical Annotated Bibliography to include four research questions 75 pts.	85
End of Week 9: (Sunday)	**Scaffolding:** Part I: Advanced Visual Argument Outline Activities Storyboard layout for the Documentary Film (Decide what you want to include)	10
Major Assignments		
Begin the first week of class: Develop throughout the semester to create the Advocacy Website	**Assignment One:** **Option B:** Advocacy Website Part II; w/ Online Opinion Piece Part I	100
End of Week 4: (Sunday)	**Assignment Two:** Genre Analysis (Final Revised Version)	100
End of Week 9: (Sunday)	**Assignment Three:** Part II: Literature Review / Primary Research Report (Final Revised Version) (Make sure to include Survey Monkey results and at least one image)	200
End of Week 12: (Sunday)	**Assignment Four:** Part II: Advanced Visual Argument: **Option A:** Documentary Film	200
End of Week 13: (Sunday)	**Assignment Five Part I:** Online Class Presentation: Developing an Infographic Flyer with Reflection on Advocacy Issue 50 pts.;	50
End of Week 14-Week 15: (Sunday)	**Assignment Five: Part II:** Online Class Presentation: Debriefing: Executive Summary of Advocacy Issue Q & A Session	50
End of Week 14- Week 15 (Sunday)	***Finalize the Advocacy Website with Opinion Piece	See Assignment #1
Total		**1000**

Total possible points 1000
A=1000-900 B=899-800 C=799-700 D=699-600 F=599-0

This syllabus provides an overview of assignments for the class--specific assignment sheets are available in the FYC Guide (FYC e-Handbook), and specific guidelines will be discussed in Blackboard's class lectures.

Course Delivery of Course: This course is delivered by via classroom and online. There is extensive use of Blackboard. The Undergraduate Rhetoric and Writing Studies Program at UTEP uses Blackboard. Projects will be submitted and graded through Blackboard.

<div align="center">

Course Focus: Become a Global Citizen in the 21st Century
Topic Proposal for Semester: Scaffolding
(FYC e-book p. 197-200 and handout in Blackboard)

Topic Proposal for Semester:
(FYC e-book p. 197-200 and handout in Blackboard)
</div>

Review this link first and use it for both scaffolding assignments: **UTEP's Library: Research Guides: Rhetoric & Writing Studies 1302. https://libguides.utep.edu/rws1302

Scaffolding: Brainstorming of Research Topic. **5 pts. Go to discussion thread**
Students will write a proposal (memo format) to identify the subject /issue/ topic they will be working with for the semester. This will be submitted to, approved, and graded by the instructor. Detailed guidelines will be provided in Blackboard. **5 points. Go to discussion thread. Final submission for scoring: Go to Assignments**

<div align="center">

Assignment #1: Option B: Advocacy Website w/ Online Opinion Piece
(FYC e-book p.212, and pp. 201-226)
To be completed throughout the semester
</div>

The Advocacy Website assignment advocates your position on a topic by providing an online forum to do so. This project helps you understand how your connection to the community begins in the classroom. Remember, that the goal is advocacy of your subject/topic of your literature review. The Advocacy Website will allow you to design a webpage to persuade a public audience on your topic. Using the template provided on Wix, Weebly or other web authoring software, create a website that represents how you understand and appreciate the topic or subject you have chosen. Students will create, design, and maintain an academic profile in the form of a reflection discussion that includes their semester's work for the topic. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **(100 points) Go to Assignments for submission. Final submission for scoring: Go to Assignments**

There is a peer-review session for the Online Opinion-OP-ED Piece that will be incorporated into the Advocacy Website assignment. (10 points) Go to discussion thread. (read the example on FYC-e-book, pp.219-226.

<div align="center">

Assignment #2: Genre Analysis
(FYC e-book pp. 227-241)
</div>

Assignment Two: Genre Analysis: Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **100 pts.**
Go to Assignments for submission.
There is a peer-review session for this assignment. (10 points) Go to discussion thread.

<div align="center">

Assignment #3 Literature Review/Research Report Components:
(FYC e-book pp. 242-270, and Blackboard handout information)
There are two parts
</div>

Scaffolding: Assignment Three: Part I: Research Proposal with Questions/with Extended Critical Annotated Bibliography (Part I): Research Topic Proposal Memo for Semester (Memo format) 10 pts., with a Critical Annotated Bibliography to include four research questions 75 pts. This is the Research Proposal with Questions/with Extended Critical Annotated Bibliography. Students will write a proposal Memo format to identify the subject /issue/ topic they will be working with for the semester. This will be submitted to, approved, and graded by the instructor. Detailed guidelines will be provided in Blackboard.

Students will submit FOUR research questions for approval and complete the citation analysis with a Critical Annotated Bibliography as an activity assignment to begin work on the Literature Review/ Primary Research Report. Use APA style. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **85 pts. Go to Assignments for submission. There is a peer-review session for this assignment. (10 points) Go to discussion thread.**

Assignment Three: Part II: 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. Develop Ten Survey Questions based off the Four Research Questions (20 points). Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **200 points. Go to Assignments for submission.**
There is a peer-review session for this assignment. (10 points) Go to discussion thread.

<div align="center">

Assignment #4 Advanced Visual Argument Components: There are two parts
Include Assignment #4 –Transfer to Advocacy Website
</div>

(FYC e-book pp.271-282)
There are two parts

Scaffolding: Assignment Four: Part I: Advanced Visual Argument Outline Activities: Students will submit an outline to show the persuasive purpose and argumentative structure for the project. Complete the persuasive purpose worksheet, the developing reasons for advocacy, and gathering evidence to support reasons. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **10 points. Go to Assignments for submission.**

Assignment Four: Part II: Advanced Visual Argument: Option A: Documentary Film Assignment: Each student will create a documentary film. The documentary should be based on the topic you have chosen for the semester. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **200 points. Go to Assignments for submission.**

Assignment #5 Presentation Advanced Visual Argument: There are two parts:
Include all of Assignment #5 –Transfer to Advocacy Website
(FYC e-book pp. 291-299, and
Folders on Infographics & Executive Summary in Blackboard)
There are two parts

Assignment Five: Part I: Online Class Presentation: Infograph(ic) Flyer Presentation *with* Reflection on Advocacy Issue: Students will create an infograph(ic) to present their advocacy issue to electronically to classmates. The instructor will grade the infograph(ic) presentation. Use one of the Infographic software provided as options. Include a reflection on the Infographic. Detailed guidelines will be provided in Blackboard. **50 points. Go to Assignments for submission.**

Assignment Five: Part II: Online Class Presentation: Debriefing: Executive Summary of Advocacy Issue with Questions/Answers Session: It is now time to present your findings to the class. This online presentation has three components. **First:** Write an executive summary (no more than one page single-spaced or 500 words) on your issue/topic and include the research questions investigated in your literature review/primary research report. Then post the executive summary under the discussion forum (or as your instructor assigns). **Second:** Every student in the class will post one question to every author's executive summary. Make sure to post in a timely manner. This will allow the author ample time to provide answers to all the questions (or as your instructor assigns). **Third:** The author will answer and respond to all questions and debrief the class on the issue/topic. You may use a PowerPoint presentation for this portion or post the information online. (Make to include the initial question with its answer). Detailed guidelines will be provided in Blackboard. **Students will provide a short answer to each question. 50 points. Go to discussion thread.**

Participation in the Online Class Environment: Because this is an 100 % online class, participation 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 entries,

attendance, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. **200 points.**

Keeping a Research Reflection Journal (RRJ): The purpose of reflections is to provide you with furthering your research and to think about what direction to take the issue/topic. Five RRJ Entries @ 10 points each. **50 points**

Weekly Discussions =100 points

Online Collaboration= 50 points

Peer-Review Sessions (4); and Survey Questions

For following Assignments:

#2 GA=10 pts.;

#3 Part I: CAB= 10 pts.;

#3 Part II: LR =10 pts.;

#1 =Part I: Online Opinion OP-ED Piece 10 pts.;

Creating Survey Questions for Primary Research= 10 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

This course is designed to engage you through classroom and online discussions via Blackboard. I hope you actively participate in this course because it is the best way to engage you in learning.

Administrative Components of the Course:
University and Instructor Policies

Course Delivery:
In fall 2020, RWS 1302 will be held fully online. The course is designed to engage students through discussions with your classmates and instructor through Blackboard (Bb), UTEP's Learning Management System (LMS). The course will rely extensively on Blackboard, though your individual instructor may supplement it by incorporating other platforms and various media. In order to succeed in the course, you will need to have regular use of the internet and a stable connection.

Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer.

If you don't have a computer or reliable Internet at home, the university can help you with resources: **Technology Support - UTEP**. https://www.utep.edu/technologysupport/

Please speak with your instructor immediately if you will need assistance. We want you to have the opportunity to succeed in class without concern about access. There are also computers available for you to use in the library on campus.

Note: The University has laptops and WIFI hotspots available for students. They can get the forms to apply for these at https://www.utep.edu/technologysupport/learningremotely.html.

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the Help Desk https://www.utep.edu/irp/technologysupport/ as they are trained specifically in assisting with technological needs of students.

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:
All the course content will be delivered via Blackboard. To access Blackboard from UTEP homepage, 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
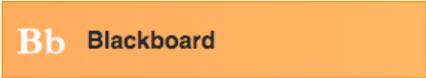
 ➢ Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.
 ➢ Click on the course title to access the course.

Ready for Online Learning:

Students can prepare for the course by familiarizing themselves with the "Ready for Online Learning" guides to acclimate to online learning:
- Dispelling the Myths of Taking an Online Class
- Check Your Technology
- Communicating Effectively Online
- Managing Your Time Before It Manages You
- Online Teamwork
- Netiquette Guide for Online Courses

These guides are available on the navigation bar on the Blackboard shell for RWS 1302.

Students can also prepare by taking the Blackboard Student Orientation (https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html

Technology and RWS 1302: Instructor's Note.
Let me know early on if you are experiencing technical difficulties or technology issues.
In order to help students have a more positive experience in RWS 1302 and with completing its multimedia course work requirements, keep in mind the following:

1. Get Access: 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, and the software needed for some assignments.
Remember: The University has laptops and WIFI hotspots available for students. They can get the forms to apply for these at https://www.utep.edu/technologysupport/learningremotely.html.
2. Use Time Management: 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, as well as time for revision if needed.
3. Be prepared and flexible. Murphy's Law: "Anything that can go wrong will go wrong." 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.
 4. Don't freak out. If there are situations or issues that prevent students from completing coursework, reach out to your instructor, and keep her in the loop.

Submitting Work: All work will be submitted through our Blackboard course shell. Since Blackboard comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA format unless directed otherwise. Microsoft Word is available to students through the Office 365 Cloud. Go to "My UTEP" page: Go to the Technology section and click on "OneDrive for Business" to access apps.
We will be using APA style for the course. This way, we are all on the same page as far as using a citation style. Most disciplines require APA citation format. However, sometimes you will need to use MLA citation style, so you will have to learn this additional style on your own, as needed for future courses.

It is also a good idea to label your submissions. Be sure to name each submitted assignment with your name and the title of the assignment. (For example: jmartinez rhetanalysis draft; jmartinez rhetanalysis final).

Project Format: Use APA style: All projects must be word-processed and saved as a (doc. or docx.) 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. (Do not use Courier style)

Due Dates for Major Assignments: All major assignments will be due on **Sundays** at midnight.

Late Work: It is important to submit work before deadlines for full credit and feedback. All assignments are due on the due dates posted. Assignments uploaded late will be penalized a letter grade for each class day that the work is late. If for some reason, you cannot turn in your assignment because of scheduling problem, e.g., going out of town, no Internet access, you may turn the assignment in early. Let me know if there are special circumstances or situations that may occur and may prevent you for submitting work on time. I am flexible for such situations.

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. Blackboard assignments are to be posted when due. Upload your work in a timely manner.

I suggest you do not wait until the last hour to upload your work because you may encounter technical difficulties. This is not an acceptable excuse. However, if it is system or there is a platform error that no one foresees there, extensions are granted. Major projects for final grading will be submitted to Blackboard and due on Sunday at midnight.

Peer- Review 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.

Peer- Review 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: To be sure that the project is on the right track: that it meets the requirements of the assignment. 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 the Writing Center for this.

Participation: As your instructor, I want you to know that your individual participation, as well as group participation in our online course is very important. The online discussions take the place of a face-to-face environment. Lively discussions are welcomed (refer to the Netiquette guidelines below). This is what I expect from our online conversations and discussions:
Participation in the online environment includes the following:
- Students should be prepared to participate in online discussions in reference to textbook material, and to the reflection discussions;
- Participate in peer-review sessions, post and respond promptly to classmates' documents, and incorporate the rhetorical strategies and processes used to complete the projects;

- Answer discussion prompts completely;
- Reply to classmates' posts in a timely manner;
- Stay on task on a weekly basis, in other words, be present in the online environment; and,
- Ask questions, when not sure of what is expected in an assignment or discussion.

Classroom Etiquette and Netiquette:

Netiquette Guide for Online Courses, which will be posted in the navigation bar under Ready for Online Learning (located under Blackboard Tutorials)

- Debate, critical inquiry, and intellectual diversity are essential elements to higher education and a process of learning. There is the potential during this course for controversial and sensitive topics to be discussed during small group or whole class interaction (whether face-to-face or online), and to surface through discussion board postings. You are expected to demonstrate respect and courtesy for your peers and instructor when they express differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be permitted. Angry displays, whether in writing, online postings, or in class discussions will be handled as disruptions to the wellbeing of the class and responded to as negative participation.
- As a general rule: always consider audience, in class and online. As Virginia Shea writes in *Netiquette,* the first, or "golden," rule of online practice is to "Remember the human." Remember that members of the class and the instructor will be reading your postings. When reacting to someone else's message (verbal or written), address the ideas, not the person and 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 your RWS classmates and instructor 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).
- Treat each other with respect. I will not tolerate obscenities and disrespect to fellow classmates, guest speakers or to me. I will ask you to leave the classroom if this occurs. I also reserve the right to drop you from the course if you are preventing others from learning because of your face-to-face and/or online classroom disruptions.
- Title IX: https://www.utep.edu/titleix/ --Make sure to read the new reporting requirement by all UTEP Employees: https://www.utep.edu/titleix/bulletins/bulletin-092517.html

---

<div align="center">

University and Program Policies

</div>

FYC Class Attendance Policy

According to UTEP's Curriculum and Classroom Policies:
The student is expected to attend all classes and laboratory sessions. 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 or with a grade of F after the course-drop deadline.
Please consult UTEP's Curriculum and Classroom Policies for more information regarding Excused Absences for University-Recognized Activities, Absence for Religious Holy Days, and Military Leave

Attendance is mandatory for all freshman-level courses. Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help students learn to improve their writing, often through the discussion of a sample student project (sometimes the student's, sometimes one written by a classmate).

In addition, the First-Year Composition Program has developed the following policies that should be adhered to strictly by all instructors:

For Face-to-Face Classes: (N/A for fall 2020)
Students are entitled to a single week of unexplained absences without penalty (for example, 3 classes missed in a three-times-a-week class, 2 classes missed in twice-a-week class, 1 class missed in a once-a-week class).
After 2 total weeks of absence (not necessarily consecutive classes) the student's grade is lowered by a full letter (A becomes B, etc.).
After 3 total weeks of absence (not necessarily consecutive), the student is automatically dropped from class.
Missing a scheduled conference with the instructor constitutes an absence.

For Hybrid courses (N/A for fall 2020)
The attendance policy for hybrid courses aligns with the structure for face-to-face courses with each missed weekly class meeting constituting absence from a week of class.
The program recommends that the student contact the instructor to discuss the attendance policy and how it applies in cases in which it is not possible to attend a weekly class meeting, while continuing to maintain robust participation in class activities. [see also online courses]

***For Online courses (These section is relevant to the RWS 1302 online section)
In an online class, attendance is measured by participation in class activities. The attendance policy for online courses aligns with the structure for face-to-face courses, with each missed week of class activities constituting absence from a week of class.

The instructor can measure participation through various pathways, such as completion of scaffolded activities and discussion posts, and responding to other students' posts and feedback. We also recommend measuring course activity by using the Course Reports feature on Blackboard, particularly the Course Activity Overview.

When it becomes evident that it is not possible to participate in class, the program recommends that the student contact the instructor to discuss the attendance policy and how it applies, before resuming robust participation in class activities.

Drop Policy
If you cannot complete this course for whatever reason, please contact your instructor. Your instructor can help you with the drop process and you can contact the Registrar's Office. If you do not drop, you are at risk of being dropped by the instructor and possibly receiving an "F" for the course.

Academic Integrity
The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. 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. Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs. Visit the Office of Student Conduct and Conflict Resolution page for more information on Academic integrity.

Accommodations
UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu.

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.

Please note that in fall 2020 the UWC will be operating fully online. Go to University Writing Center - UTEP **to make an appointment with a writing center consultant.**

There are now two options students can take advantage of:
1) **Synchronous online assistance** – students can go to our website (utep.edu/uwc) and use the link to log into Blackboard Collaborate. No Appointment Needed! We will review your paper with you live online! Visit our website for current hours and availability of Synchronous Sessions.
2) **Email us your paper** – go to our website (utep.edu/uwc) and choose the Email option. You can email your paper to us any time. We will review it during our next open hours of operation and return it to you with suggested revisions. There may be up to a 72-hour turnaround for emailed papers, so plan ahead.

Military Students
If you are a military student (veteran, dependent, active) please visit the Military Student Success Center. I also recognize the complexities of being a student veteran. If you are a student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with university staff who are trained to assist you.

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.

Important Dates for this Semester: Fall 2020	
August 24	Fall Classes Begin
August 24-28	Late Registration Period
September 7	Labor Day Holiday-University Closed
September 9	Fall Census Day (Note: This is the last day to register for classes. If payment is not received by this day, students will be dropped).
September 21	20th Class Day (Note: Students who were given a payment deadline extension will be dropped at 5:00 p.m. if payment arrangements have not been made).
October 22	Mid-term Fall Grades Due
October 30	Fall Drop / Withdrawal Deadline (Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F).
November 13	Deadline to submit candidates' names for commencement program
November 26-27	Thanksgiving Holiday-University Closed
December 3	Last day of classes
December 4	Dead Day (day between last class day and start of finals, no class)
December 7-11	Final Exams Check the UTEP finals week calendar for your course
December 16	Instructor Submits Final Grades
December 17	Grades are posted to student records in Goldmine

Visit https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html for important dates.

Online Overview Semester Calendar

Calendar material and due dates are subject to change. Be aware of this, and check calendar updates, which will be listed in the "Course Announcements" section of Blackboard. More detailed rubrics and specific guidelines will be available in the modules. This is a Fifteen Week Course, with the Sixteen Week for Finals. It is very important not get behind in assignments. Every week there will be several lectures, discussions, and assignments to be completed. Below is an overview of each week. A more detailed calendar will be in Blackboard under each week in "Course Content."

Each week begins on Monday and ends on Sunday

All major assignments will be submitted to Blackboard. Major projects for final grading will be submitted to Blackboard and due on Sunday at midnight. Other scaffolding assignments, peer-reviews, and discussions will be spread out through the week and due at midnight.

All Assignments reflect the following: Think of the coursework as an Internship:
Course Focus: Become a Global Citizen in the 21st Century—
Review the following websites to select your topic:
The Global Poverty Project
http://www.globalpovertyproject.com/
Global Citizen: Extreme Poverty The Global Poverty Project
http://www.globalpovertyproject.com/advocacy/

Select a 21st issue in which you advocate, argue, and provide solutions to the issue you have selected from "Become a Global Citizen" websites.

It can be local, national, or global. All assignments build upon each other and are components of the final products that will be used as a means to communicate your advocacy for your topic. Choose your topic/issue. All the mini-assignments should be part of the bigger project report. The small assignments provide the scaffolding layout for the components of the bigger projects.

These are some new topics for consideration for selecting a 21st century issue that are currently in the forefront of American society and all around the world. The last couple of years have brought many challenges to our local El Paso community. From the active shooter in the *Cielo Vista* Walmart in August of 2019, to now, in 2020, COVID-19 (C-19) along with its many repercussions of mass unemployment, mass deaths, and a complete change of life for people and the uncertainties that the C-19 Pandemic has created on local, national, and international levels. Alongside, the C-19 situation, the world witnessed the video of George Floyd's death at the hands of law enforcement, in which has brought out mass protesters for the "Black Lives Matter" movement, not only in the U.S. but world wide. This is also a major Presidential election year; plus, there is mass division among Americans, and attempts at voter suppression for the upcoming election. These are current issues that are currently impacting Americans, you as students, and even in a global scale. These are mentioned because the advocacy conversation is great across the U.S. and the world, and are worth examining as students of creating advocacy in their world.

Also, all guidelines and student samples are available any time for your review. Make sure to use the FYC e-book. During some weeks, there will be a heavier workload. However, you are more than welcome to work ahead. All weeks are open and you may begin creating early on and add to it during the semester. Please do not submit assignments ahead of the due dates because many have peer-review sessions that must be completed before submission of the final product. Thanks.

Course Assignments: Overview Semester Calendar 16 –Week Course		
Due Dates	**Assignments**	**Points**
Weekly Discussions: Break down of discussions: **Initial Post due on Wednesday- Reply to Two Students by Sunday**		
Weekly throughout the semester located under discussions *see Blackboard discussions for exact days to post and respond to classmates	Online Weekly Reader Response & Discussions (10) each 10 points	100
Online Collaboration		
Throughout the semester before major assignment due date located under discussions *see Blackboard peer-reviews sessions for exact days to post and respond to classmates;	Online Collaborative Peer-Review Sessions (4); and Survey Questions Online Collaborative Peer-Review Sessions (4) --Assignments: #1 Draft of GA=10 pts.; #2 Scaffolding: Part I: CAB= 10 pts.; #2 Part II: Draft of LR =10 pts.; #4 Part I: Website: OP-ED= 10 pts. Survey Questions = 10 pts.	50
Break down of Peer-Review Sessions and Primary Research: Survey **Upload Draft for Peer-Review on Tuesday, Respond to Two Classmates by Thursday, Revise and submit final on Sunday: Primary Research Survey upload link from Survey Monkey on Tuesday and take ALL classmates Surveys by Thursday—then include results of survey in the Literature Review Research Report**		
Week 4: (Tuesday and Thursday)	#1 Draft of Genre Analysis Assignment	
Week 5-6: (Tuesday and Thursday)	Primary Research: Survey Questions created in Survey Monkey	
Week 5-6: (Tuesday and Thursday)	#2 Scaffolding: Part I: CAB	
Week 8-9: (Tuesday and Thursday)	#3 Draft of Literature Review Report	
Week 11: (Tuesday and Thursday)	#4: Draft of Part I: Advocacy Website: Online Opinion-OP-ED Piece	
Break down of Research Reflection Journal (RRJ) **Initial Post due on Thursday- Reply to Two Students by Sunday**		
Keeping a Research Reflection Journal (RRJ): The purpose of reflections is to provide you with furthering concepts, and your research and to think about what direction to take the issue/topic.	Five RRJ Entries @ 10 points each	50

Scaffolding for Assignments		
End of Week 1-2: (Sunday)	**Scaffolding:** Brainstorming of Research Topic	5
End of Week 6: (Sunday)	**Scaffolding:** Part I: Topic Proposal Memo for Semester (Memo format) 10 pts., with a Critical Annotated Bibliography to include four research questions 75 pts.	85
End of Week 9: (Sunday)	**Scaffolding:** Part I: Advanced Visual Argument Outline Activities Storyboard layout for the Documentary Film (Decide what you want to include)	10
Major Assignments		
Begin the first week of class: Develop throughout the semester to create the Advocacy Website	**Assignment One:** **Option B:** Advocacy Website Part II; w/ Online Opinion Piece Part I	100
End of Week 4: (Sunday)	**Assignment Two:** Genre Analysis (Final Revised Version)	100
End of Week 9: (Sunday)	**Assignment Three:** Part II: Literature Review / Primary Research Report (Final Revised Version) (Make sure to include Survey Monkey results and at least one image)	200
End of Week 12: (Sunday)	**Assignment Four:** Part II: Advanced Visual Argument: **Option A:** Documentary Film	200
End of Week 13: (Sunday)	**Assignment Five Part I:** Online Class Presentation: Developing an Infographic Flyer with Reflection on Advocacy Issue 50 pts.;	50
End of Week 14-Week 15: (Sunday)	**Assignment Five: Part II:** Online Class Presentation: Debriefing: Executive Summary of Advocacy Issue Q & A Session	50
End of Week 14- Week 15 (Sunday)	***Finalize the Advocacy Website with Opinion Piece	See Assignment #1
Total		**1000**

Overview Semester Calendar			
Weekly Schedule (Subject to change) WIT Reader = Writing in Transit (Hardcopy textbook); FYC Handbook= First-Year Composition Handbook (e-book) --Additional: Online Readings and PDFs			
16 – Week Course	**Discussion Class Topics**	**Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links**	**Assignments**
Week One **August 24-August 30**	Class Introductions Review Blackboard course; Select a topic;	Review Ready for Online Learning (Located under Blackboard Tutorials) Students can also prepare by taking the Blackboard Student Orientation (https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html Buy Textbook and beginning reading; **WIT Reader:** WIT Reader: Chapter 1-Writing Transfer; Chapter 2 Research & Writing as a Process; & Chapter 12 Citing Sources **FYC Handbook:** FYC Handbook: Review Chapter 1: An Introduction to Undergraduate Writing; Chapter 2: Revision, Style, and Grammar; Chapter 3: Research, Library, and Technology; **Chapter 5:** RWV 1302 Rhetoric and Writing Studies II; section topic selection; Review section on group work—Review Option B: Advocacy Website **PowerPoint Presentation Lecture on WIT in Blackboard** Review PDF handout on Proposal Review PDF handout on Developing Research Question Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard: http://guides.library.harvard.edu/sixreadinghabits **View:** Introductions **View:** Reader Response Discussion Thread #1 **View:** Reflection Research Journal (RRJ) Discussion Thread #1 **View:** Topic Proposal Discussion	DUE: Introductions DUE: Coursework Permission Submission DUE: Topic Proposal: Located under Discussions DUE: Reader Response Discussion #1 Due: (RRJ) Discussion Thread #1 DUE**: (Week 1-Week 2)** Topic Proposal: Located under Discussions
Week Two **August 31-September 6**	Genre Analysis (GA); Selecting & Drafting GA; Developing Research Questions for Research Topic	WIT Reader: Chapter 3 Posing Meaningful Questions; & Chapter 4 Reading FYC Handbook: FYC Handbook: Review Chapter: Genre Analysis section labeled as Assignment #2 **PowerPoint Presentation Lecture on WIT in Blackboard** Review PDF handout on Developing Research Question **Examples:** Video: Matt Damon's Solution to the Water Crisis http://www.cnn.com/videos/bestoftv/2012/12/26/early-mattdamon-alina-pkg.cnn Matt Damon's Personal Water War http://www.cnn.com/2014/10/10/health/matt-	DUE**: (Week 1-Week 2)** Topic Proposal: Located under Discussions Begin Storyboarding your advocacy website (design it throughout

		damons-water-war/ **Articles:** The Huffington Post Articles http://www.huffingtonpost.com/news/matt-damon-water/ Review PDF handout on Developing a Website Weebly: https://www.weebly.com/ WIX: https://www.wix.com/ WordPress: https://wordpress.com/ **View:** Reader Response Discussion Thread #2	the semester) DUE: Reader Response Discussion #2
Week Three **September 7-September 13**	Develop Citation Analysis with Extended Critical Annotated Bibliography (CAB) APA Style	**WIT Reader:** Chapter 5 Summary; Chapter 6 Synthesis; & Chapter 7 Analysis **FYC Handbook:** Review Chapter: Genre Analysis section; and Literature Review Research Report section Additional: Online Readings /PDF Handouts: Additional Guidelines and Student Sample **PowerPoint Presentation Lecture on WIT in Blackboard** Additional Websites: Purdue OWL APA https://owl.english.purdue.edu/owl/resource/560/01/ Public Discussion of Literature Review of Research on Critical Needs….. https://www.youtube.com/watch?v=13h4sB9lYMk **Websites:** Stork, David. "How to Ask Good Questions." TEDx. YouTube. 25 April 2013. 7 Nov. 2015. https://www.youtube.com/watch?v=PkcHstP6Ht0. Purdue OWL APA https://owl.english.purdue.edu/owl/resource/560/01/ Watch Public Discussion of Literature Review of Research on Critical Needs….. https://www.youtube.com/watch?v=13h4sB9lYMk **View:** Reader Response Discussion Thread #3	DUE: Reader Response Discussion #3
Week Four **September 14-September 20**	Peer-Review Process; Complete GA; Creating Surveys	**WIT Reader:** Chapter 7 (continued); Chapter 8 Framing Arguments; & Chapter 9 Constructing Arguments **FYC Handbook:** Review Genre Analysis section; Review Chapter: Literature Review Research Report section **PowerPoint Presentation Lecture on WIT in Blackboard** Survey Monkey Tutorial: Develop 10 questions: https://www.youtube.com/watch?v=e2qG14YX5O4 Review PDF handout on CAB Additional Website links in Blackboard **View:** Reader Response Discussion Thread #4 **View:** Peer-Review #1 for Assignment #2: GA	DUE: Peer-Review #1 for Assignment #2: GA DUE: Reader Response Discussion #4 DUE: Assignment #2: Genre Analysis Final
Week Five	CAB Review APA In-text	**WIT Reader:** Review: Chapter 10 Designing Arguments; Chapter 11 Choosing and Integrating Evidence; & Review Chapter 12 Citing Sources	DUE: Peer-Review #2: Assignment

September 21-September 27	Citation; and Reference;	**FYC Handbook:** Review Chapter: Literature Review Research Report section; Primary Research section **PowerPoint Presentation Lecture on WIT in Blackboard** Review PDF handout on Review of Literature Additional Website links in Blackboard **View:** Reader Response Discussion Thread #5 **View:** Survey Questions Posted **View:** Peer-Review #2 CAB **View:** Reflection Research Journal (RRJ) Discussion Thread #2	Three: Citation Analysis with Extended References Critical Annotated Bibliography (CAB), with sentence outline DUE: Reader Response Discussion #5 Due: (RRJ) Discussion Thread #2 DUE: Survey Questions Posted
Week Six **September 28-October 4**	Revise CAB Review Reponses from Survey; Develop Review of Literature Report (RLR)	**WIT Reader:** Review Chapter 11 Choosing and Integrating Evidence; & Review Chapter 12 Citing Sources; FYC Handbook: APA **PowerPoint Presentation Lecture on WIT in Blackboard** **Additional:** Online Readings /PDF Handouts: Additional Guidelines and Student Sample for the Assignment Three: Critical Annotated Bibliography Website: Purdue OWL APA Additional Website links in Blackboard **View:** Reader Response Discussion Thread #6 **View:** Survey Questions Responses	Due: #3: Citation Analysis with Extended References Critical Annotated Bibliography (CAB), with sentence outline (Part I): DUE: Reader Response Discussion #6 DUE: Survey Questions-Responses
Week Seven **October 5-October 11**	Incorporation of survey questions and image selection for RLR	**WIT Reader:** Review Chapter 7 Analysis; Chapter 8 Framing Arguments; & Chapter 9 Constructing Arguments **FYC Handbook**: Review Chapter: Literature Review Research Report section; and Visual Argument section **PowerPoint Presentation Lecture on WIT in Blackboard** Additional Website links in Blackboard **View:** Reader Response Discussion Thread #7 **View:** Reflection Research Journal (RRJ) Discussion Thread #3	DUE: Reader Response Discussion #7 Due: (RRJ) Discussion Thread #3

Week Eight October 12- October 18	Peer Review: Editing and Revising; check APA	**WIT Reader:** Review Chapter 11 Choosing and Integrating Evidence; & Review Chapter 12 Citing Sources; **FYC Handbook:** RLR **PowerPoint Presentation Lecture on WIT in Blackboard** Additional Website links in Blackboard **View:** Reader Response Discussion Thread #8 **View:** Peer-Review #3 RLR	DUE: Peer-Review #3: Assignment Three: Review of Literature— Draft for Peer-Review (Part II) DUE: Reader Response Discussion #8
Week Nine October 19-October 25	Visual Rhetoric Outline-Storyboard for Documentary	**WIT Reader:** Review Chapter 6 Synthesis; & Review Chapter10 Designing Arguments **FYC Handbook:** Read sections on Presentations and Inforgraph(ics) Additional: Online Readings /PDF Handouts: Infograph(ic) Flyer examples **PowerPoint Presentation Lecture on WIT in Blackboard** Additional Website links in Blackboard **View:** Reader Response Discussion Thread #9 **View:** Advanced Visual Argument Outline: Documentary (Assignment Four: Part II: Advanced Visual Argument: <u>Option A: Documentary Film)</u>	DUE: Assignment #3: Literature Review Research Report (Final)— (Part II) DUE: Reader Response Discussion #9 DUE: Assignment #4: Advanced Visual Argument Outline: Documentary (Part II)
Week Ten October 26-November 1	Infographics, and Design; Presentation	**WIT Reader:** Review Chapter 8 Framing Arguments; & Chapter 9 Constructing Arguments **FYC Handbook:** Review Chapter: Visual Argument section Review PDF handout on Infographics **PowerPoint Presentation Lecture on WIT in Blackboard** Infographics by Nathaniel Rivers: http://www.nathanielrivers.org/infographics/ Infographic software: Piktochart: https://piktochart.com/ Canva: https://www.canva.com/ Venngage: https://venngage.com/ Additional Website links in Blackboard **View:** Reader Response Discussion Thread #10 **View:** Reflection Research Journal (RRJ) Discussion Thread #4	On your own Story board the Infographic (decide what you want to include from your compiled research Review the Website that you have started earlier in the semester, and start completing content for it DUE: Reader Response

			Discussion#10 Due: (RRJ) Discussion Thread #4
Week Eleven **November 2-November 8**	Visual Arguments	**WIT Reader:** Review Chapter 10 Designing Arguments **FYC Handbook:** AVA **PowerPoint Presentation Lecture on WIT in Blackboard** Additional Website links in Blackboard **View:** Peer-Review #4 Part I: Website: **Online Opinion-OP-ED Piece**	DUE: Peer-Review #4: **Online Opinion-OP-ED Piece** Continue working Documentary
Week Twelve **November 9-November 15**	Visual Arguments continued	**WIT Reader:** Review Chapters 3, 4, 5, 17; 24 **FYC Handbook:** Review Presentations **PowerPoint Presentation Lecture on WIT in Blackboard** Additional Website links in Blackboard **View:** Reflection Research Journal (RRJ) Discussion Thread #5	DUE: Assignment #4: Advanced Visual Argument: Documentary (Final)—(Part II) Due: (RRJ) Discussion Thread #5
Week Thirteen **November 16-November 22**	Online Presentations of Advocacy Project	**WIT Reader:** Moving forward with Writing Transfer p. 303 **FYC Handbook:** Presentations and Infographics Review PDF handout on Executive Summary Additional Website links in Blackboard PowerPoint Presentation Lecture on WIT in Blackboard **View:** Executive Summary Discussion	DUE: Assignment 5: Presentation: Infograph(ic): (Part I)
Week Fourteen **November 23-November 29**	Advocacy Website with <u>Opinion Piece;</u> and Debriefing with Executive Summary	**WIT Reader:** Review Chapter 5-Summary; Chapter 9—section on Public Policy **FYC Handbook:** Advocacy Website Review: Executive Summary **PowerPoint Presentation Lecture on WIT in Blackboard** Additional Website links in Blackboard Review PDF handouts on Executive Summary Helpful websites on executive summaries: USC Libraries: Research Guides: http://libguides.usc.edu/writingguide/executivesummary University of Maryland: Executive Summaries: http://www.umuc.edu/current-students/learning-resources/writing-center/writing-resources/executive-	DUE: Assignment #1: Advocacy Website with <u>Opinion Piece</u> DUE: Assignment #5 Part II: Executive Summary Post to Discussion Board

		summaries/index.cfm UniLearning: Report Writing: https://unilearning.uow.edu.au/report/4bi1.html **View:** Debriefing: Executive Summary of Advocacy Issue Q & A Session (post questions)	
Week Fifteen **November 30-December 3 (Last day of class)** **Dead Day: December 4**	Debriefing with Executive Summary	**WIT Reader:** Review Chapter 5: Summary **FYC Handbook:** Editing and Revision PowerPoint Presentation Lecture on WIT in Blackboard Additional Website links in Blackboard **View:** Debriefing: Executive Summary of Advocacy Issue Q & A Session (respond to each Question) **View:** Post Project Reflection Discussion Thread **Complete Online Course Evaluations sent to your UTEP email**	DUE: (Part II) Executive Summary Paragraph on Topic from each author DUE: (Part II) Q & A from classmates to each author DUE: (Part II) Each author replies to each question. DUE: Post Project Reflection for RWS 1302
Week Sixteen **Final Exams: December 7-11**	Finals	**View:** Your Grade book	Finals week: Check all of your scores