**RWS 1302 is 100% online**

**Course:**          **RWS 1302: Rhetoric & Composition 2**
**CRN Section:**      **13573 & 15302**
**Course Theme:**     **Becoming a Global Citizen**
**Course Dates:**     **August 23, 2021-December 2, 2021 (December 6-10 final exams)**
**Time:**             **Online Blackboard**
**Day:**              **Daily**
**Location:**         **Online: Blackboard Platform**
**Instructor:**       **Esther Solis Al-Tabaa**
**Office:**           **Hudspeth 211 (All Online sections only available to meet online)**
**Online Office:**    **(Available only online under Blackboard's Instructor's Office, and Online office hours using Blackboard Collaborate Ultra)**
**Face-to-Face Office Hours: Thursdays 10:00 a.m. to 10:20 a.m.; 11:55 a.m.-12:30 p.m. (locations: HUD 211, and/or outside of Hudspeth Hall on the lawn)**

**UTEP E-mail:**      **eal-tabaa@utep.edu**
**Online Office Hours: Monday- Wednesday from 11:30 a.m. – 2:30 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.**

**I will hold "Live Round Table Online Lecture Discussion Sections" See Blackboard Discussion board for additional information and scheduling.**

**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.**

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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**

*The FYC program endorses the university's COVID-precaution statement.*

COVID-19 PRECAUTION STATEMENT
Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

## 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 and reflect upon their rhetorical and writing knowledge including awareness of social and racial justice, and the implications of their language choices when they write, based on the understanding that language is never neutral. 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.

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

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### RWS 1301 & RWS 1302 Learning Outcomes

1) Students will reflect on and critically analyze their own language experiences.
2) Students will synthesize information about racial and ethnic biases and other social justice issues and confront these issues in their writing.
3) Students will demonstrate engagement with multiple media sources through their projects, including, but not limited to, digital resources.
4) Students will identify relevant research sources and opportunities from their lived experiences, their campus interactions, and their engagement within their communities.
5) Students will apply knowledge from local communities to research broader social issues demonstrating their critical awareness.

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

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## Rhetoric & Composition 2 (RWS 1302) Course Description

**Rhetoric & Composition 2 (RWS 1302)** aims to develop further students' rhetorical and critical thinking skills in order to facilitate effective written communication in educational, professional, and social contexts. Effective communication is based on awareness of and appreciation for diverse language practices as well as knowledge specific to subject matter, genre, rhetorical strategy, racial and social justice, and writing processes.
The curriculum consists of these 5 modules:

1. **Community Engagement Proposal**: Students will explore issues and concerns in their communities (home, place of worship, civic, work, school) and will identify a problem connected with the community that they wish to study. Students will explain how their own interests, goals, and values align with the organization or agency's mission. This paper will take the form of a proposal or memo.

2. **Community Genre Analysis**: Students will identify two distinct texts in different genres (written, visual, and/or oral) created by their organization or related to their selected issue.  Students will write an explanatory genre analysis of the two texts and how they operate rhetorically. Students will engage in peer review activities during the writing process.

3. **Local Fieldwork:** Students will identify a social, political, or ethical issue related to their local community or partnering agency. As part of this assignment students will generate research questions pertaining to the topic and their inquiry. Local research may include field observations, consulting local and primary sources, collecting surveys, and conducting interviews.

4. **Broader Community Study:** The broader community study will build upon students' local research, extending it into a broader inquiry. Students have the option to change their focus. This project will incorporate secondary research in order to examine the societal impact of their chosen issue. This includes developing a larger list of sources and creating an evaluative annotated bibliography.

5. **Multimodal Community Product/Tool:** Students will create a multimodal product or tool based on the needs of their community partner, organization, or a topic they are exploring. This can be an individual or group assignment to be completed with classmates focused on a similar topic. The goal of this project is to synthesize the research and writing students have done and present it to their classmates and/or chosen community.

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**Required Texts and Materials (Purchase the first day of class)**
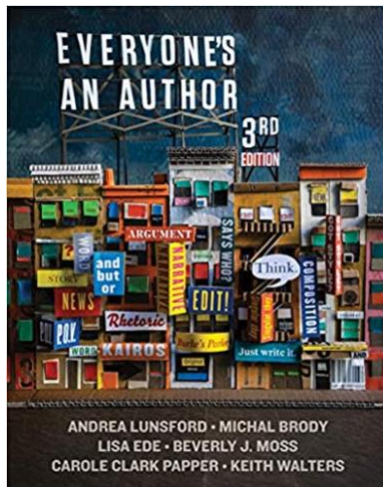


Lunsford, A., Brody, M., Ede, L., Moss, B.J., Papper, C.C., Walters, K. (2021).

Everyone's an Author, 3rd. Norton Publishing.

ISBN: 978-0-393-88568-2

Available at the UTEP Bookstore.

UTEP Library Access
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/
Modern Language Association (MLA) Style Manual current edition. MLA Style Website:
https://style.mla.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.

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**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 issue
for your topic. Choose your topic/issue. All the mini-assignments should be part
of the bigger project module. The small assignments provide the scaffolding layout for the
components of the bigger projects.

These are some current topics for consideration for selecting a 21$^{st}$ century issue that are
currently in the forefront of American society and all around the world.  Here are some
examples: 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 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, and how the C-19 Pandemic
has created uncertainty 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 worldwide. In 2020 was also a major Presidential
election year; plus, our country continues to have mass division among Americans, and
attempts at voter suppression for the upcoming election. In 2021, vaccines became
available; however, so has an increase in misinformation about the vaccines. After the
Presidential election, misinformation had increased, to the point than on January 6$^{th}$
Americans witnessed an insurrection because of the dissemination of misinformation/
disinformation concerning the results of the election. The issue of voting rights is also full
of misinformation/disinformation. Globally, the United States has pulled out of
Afghanistan, resulting in the "Fall of Afghanistan" and the Taliban has once again taken
over the country. Check your local networks for additional current issues impacting
society: NBC, ABC, CBS, CNN, MSNBC, BBC, NPR, PBS are some reliable networks that
adhere to accurate information. You are more than welcome to explore these issues, or
other issues in which misinformation /disinformation is used to spread lies and confusion
among a population. These are 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 CGA=10 pts.; #2 Scaffolding: Part I: CAB= 10 pts.; #3 Draft of BCS =10 pts.; #4 Draft of MCPT= 10 pts. Local Fieldwork 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: Local Fieldwork  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 Local Fieldwork in Module 3.** | | |
| Week 4: (Tuesday and Thursday) | #1 Draft of Community Genre Analysis Assignment | |
| Week 5-6: (Tuesday and Thursday) | Local Fieldwork: 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 Broader Community Study | |
| Week 11: (Tuesday and Thursday) | #4: Draft of Multimodal Community Product/Tool | |
| **Break down of Research Reflection Journal (RRJ)** <br> **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:** Multimodal Community Product/Tool Outline Activities Storyboard layout for the MCPT (Decide what you want to include) | 10 |
| **Major Assignments** | | |
| Begin the first week of class: Develop throughout the semester to create the Multimodal Community Product/Tool | **Module 5: Multimodal Community Product/Tool:** <u>Begin brainstorming what type of MCPT you would like to create</u> | See week 14-15 for point spread |
| End of Week 4: (Sunday) | **Module 2:** Community Genre Analysis (Final Revised Version) | 100 |

| | | |
|---|---|---|
| End of Week 9: (Sunday) | **Module 3: Local Fieldwork** (Final Revised Version) (Make sure to include Survey Monkey results and at least one image) | 200 |
| End of Week 12: (Sunday) | **Module 4: Broader Community Study:** (Final Revised Version) Include secondary research | 200 |
| End of Week 13: (Sunday) | **Module 5: Part I: Multimodal Community Product/Tool** Online Class Presentation: Developing an Infographic Flyer with Reflection on Issue 50 pts.; | 50 |
| End of Week 14-Week 15: (Sunday) | **Module 5: Multimodal Community Product/Tool Part II:** Online Class Presentation: Debriefing: Executive Summary of Advocacy Issue Q & A Session | 50 |
| End of Week 14- Week 15 (Sunday) | **Module 5: Multimodal Community Product/Tool Part III: (Final Product/Tool)** | 100 |
| **Total** | | **1000** |

## Course Assignments and Grading
**Grade Distribution (Students can earn a total of 1000 points for the course):**
**Total possible points 1000**
1000-900 = A          899-800 = B          799 -700 = C          699- 600 = D          599 or below = F

| *Modules | Points |
|---|---|
| **Module 1 Community Engagement Proposal** | **100** |
| **Module 2 Community Genre Analysis** | **100** |
| **Module 3 Local Fieldwork** | **200** |
| **Module 4 Broader Community Study** | **200** |
| **Module 5 Multimodal Community Product/Tool** | **200** |
| **Participation** | **200** |
| **\*\*\*Note: Within each Module, there are scaffolding mini-assignments. The total points above reflect the whole module. Within the module, the points will be spread out.** | |

**Grading:** Your instructor will assign due dates for all and will provide you with detailed assignment sheets that describe expectations, constraints, and deadlines for each project. You are required to adhere to the terms of your instructor's grading policy that is attached to this syllabus.

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

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## Course Delivery

**Course Delivery of Course:** This course is delivered by via classroom and <u>online.</u> There is extensive use of Blackboard. The Undergraduate Rhetoric and Writing Studies Program , and the FYC program at UTEP uses Blackboard. Projects will be submitted and graded through Blackboard.
***Note: For our online section, we meet in an asynchronous environment, which means we are not holding live sessions.

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**Quick Overview of the 5 Modules:** A more detailed overview will be posted within Blackboard's modules.

### Module 1: Community Engagement Proposal (100 points)
**Community Engagement Proposal**: Students will explore issues and concerns in their communities (home, place of worship, civic, work, school) and will identify a problem connected with the community that they wish to study. Students will explain how their own interests, goals, and values align with the organization or agency's mission. This paper will take the form of a proposal or memo.

**Topic Proposal for Semester: Scaffolding: Review handout in Blackboard**

**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. **<u>5 points.</u>  Go to discussion thread. Final submission for scoring: Go to Assignments**
**Scaffolding: Brainstorming resources—identify problems**

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### Module 2: Community Genre Analysis (100 points)
**Community Genre Analysis**: Students will identify two distinct texts in different genres (written, visual, and/or oral) created by their organization or related to their selected issue.  Students will write an explanatory genre analysis of the two texts and how they operate rhetorically. Students will engage in peer review activities during the writing process.

Detailed guidelines will be provided in Blackboard.
**Go to Assignments for submission.**
**There is a peer-review session for this assignment. (10 points) Go to discussion thread.**

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## Module 3: Local Fieldwork (200 points)

**Local Fieldwork:** Students will identify a social, political, or ethical issue related to their local community or partnering agency. As part of this assignment students will generate research questions pertaining to the topic and their inquiry. Local research may include field observations, consulting local and primary sources, collecting surveys, and conducting interviews.

<u>**There are three parts**</u>
**Scaffolding: Part I: Research Proposal with Questions/with Extended Critical Annotated Bibliography (CAB 1) (Part I):** For consulting local and primary sources (CAB 2 will continue into Module 4)
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 Broader Community Study. Use APA style. Detailed guidelines will be provided in Blackboard. <u>**85 pts.**</u> **Go to Assignments for submission.**

**There is a peer-review session for this assignment. (10 points) Go to discussion thread.**
**Part II: Develop Ten Survey Questions based off the Four Research Questions (10 points).**
**Go to Assignments for submission.**

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## Module 4: Broader Community Study: (200 points)

**Broader Community Study:** The broader community study will build upon students' local research, extending it into a broader inquiry. Students have the option to change their focus. This project will incorporate secondary research in order to examine the societal impact of their chosen issue. This includes developing a larger list of sources and creating an evaluative annotated bibliography.

<u>**There are three parts**</u>
**Scaffolding: Part I: Research Proposal with Questions/with Extended Critical Annotated Bibliography (CAB 2) (Part I):** For consulting secondary and tertiary sources.

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 revised research questions for approval and complete the citation analysis with a Critical Annotated Bibliography as an activity assignment to begin work on the Broader Community Study. Use APA style. 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.**

**Module 5: Multimodal Community Product/Tool: (200 points)**

**Multimodal Community Product/Tool:** Students will create a multimodal product or tool based on the needs of their community partner, organization, or a topic they are exploring. This can be an individual or group assignment to be completed with classmates focused on a similar topic. The goal of this project is to synthesize the research and writing students have done and present it to their classmates and/or chosen community.

**Scaffolding:** Multimodal Community Product/Tool Outline Activities Storyboard layout for the MCPT (Decide what you want to include) 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. Detailed guidelines will be provided in Blackboard. **10 points. Go to Assignments for submission.**

**Presentation Advanced Visual Argument: There are two parts:**
**Folders on Infographics & Executive Summary in Blackboard)**
**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.**

**Part II: Online Class Presentation: Debriefing: Executive Summary of 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 previous modules. Then post the executive summary under the discussion forum (or as your instructor assigns). **Second:** Every student in the class will post <u>one</u> 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.**

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**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 Modules:

#2 CGA=10 pts.;

#3/4 Scaffolding: Part I: CAB= 10 pts.;

#4 Draft of BCS =10 pts.;

#5 Draft of MCPT= 10 pts.;

# 3 Local Fieldwork Creating Survey Questions for Primary Research= 10 pts.

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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.

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### Administrative Components of the Course:
### University and Instructor Policies

**Course Delivery:**

In fall 2021, RWS 1302 will be held primarily face-to-face on campus. There are a few sections that are designated as online. Those classes may meet synchronously while others may meet asynchronously through Blackboard. Whether face-to-face, online, or hybrid, the course is designed to engage students through discussions with your classmates and instructor using Blackboard (Bb).

In order to succeed in the course, you will need to have regular use of the internet and a stable connection regardless of whether your class meets face-to-face, hybrid, or fully online. 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
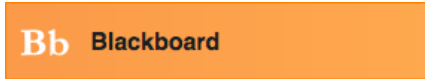


➢ Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.
➢ Click on the course title to access the course.

**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.

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**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). Note: If you prefer to use MLA style that is fine, but make sure not to mix styles.

**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. Also, it will take me longer to score late work. 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

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## University and Program Policies

### 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:
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:
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]

***Note: DO NOT come to class if you are sick including if you think you have contracted COVID-19. I am reasonable and flexible about missed classes. --*Miners take care of Miners.*

**\*\*\*For Online courses (This 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 scaffold 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.

**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.

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**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.

### Course Support Resources

| Title IX | 915-747-8358 | Institutional Compliance |
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| Dean of Students | 915-747-5648 | Dean of Students |
| UTEP Health & Wellness Center | 915-747-5624 | https://www.utep.edu/chs/shc/ studenthealth@utep.edu |
| UTEP Police Department | 915-747-5611 | https://www.utep.edu/police/ police@utep.edu |
| Counseling and Psychological Services | 915-747-5302 | https://www.utep.edu/student-affairs/counsel/ caps@utep.edu |

| Important Dates for this Semester: Fall 2021 | |
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| August 23 | Fall Classes Begin |
| August 23-27 | Late Registration Period |
| September 6 | Labor Day Holiday—University Closed |
| September 8 | 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). |
| October 29 | Spring 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 25-26 | Thanksgiving Holiday—University Closed |
| December 2 | Fall—Last day of classes |
| December 3 | Dead Day |
| December 6-10 | Final Exams Check the UTEP finals week calendar for your course |

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 issue for your topic. Choose your topic/issue. All the mini-assignments should be part of the bigger project module. The small assignments provide the scaffolding layout for the components of the bigger projects.

These are some current topics for consideration for selecting a 21st century issue that are currently in the forefront of American society and all around the world.  Here are some examples: 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 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, and how the C-19 Pandemic has created uncertainty 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 worldwide. In 2020 was also a major Presidential election year; plus, our country continues to have mass division among Americans, and attempts at voter suppression for the upcoming election. In 2021, vaccines became

available; however, so has an increase in misinformation about the vaccines. After the Presidential election, misinformation had increased, to the point than on January 6th Americans witnessed an insurrection because of the dissemination of misinformation/ disinformation concerning the results of the election. The issue of voting rights is also full of misinformation/disinformation. Globally, the United States has pulled out of Afghanistan, resulting in the "Fall of Afghanistan" and the Taliban has once again taken over the country. Check your local networks for additional current issues impacting society: NBC, ABC, CBS, CNN, MSNBC, BBC, NPR, PBS are some reliable networks that adhere to accurate information. You are more than welcome to explore these issues, or other issues in which misinformation /disinformation is used to spread lies and confusion among a population. These are 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 handbook. 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.

| Overview Semester Calendar | | | |
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| **Weekly Schedule (Subject to change)**<br>**EAA=Everyone's an Author (Hardcopy textbook);**<br>**FYC= First-Year Composition RWS 1302 Handbook (PDF) --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**<br><br>**August 23-August 29** | Class Introductions<br><br>Review Blackboard course;<br><br>Select a topic;<br><br>**Module 1 Community Engagement Proposal** | Review Ready for Online Learning (Located under Blackboard Tutorials)<br>Students can also prepare by taking the Blackboard Student Orientation (https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html<br>Buy Textbook and beginning reading;<br><br>**EAA Reader:**<br>Chapter 1—Thinking Rhetorically<br>Chapter 2—Engaging Respectfully with Others<br>Chapter 6—Reading Rhetorically<br>Chapter 17—Making a Proposal/ "Here's What I Recommend"<br>Chapter 31—Mixing Languages and Dialects<br><br>**FYC Handbook:  Community Engagement Proposal in Blackboard**<br>Review PDF handout on Proposal<br>Review PDF handout on Developing Research Question<br>Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard:<br>http://guides.library.harvard.edu/sixreadinghabits<br>**View:**  Introductions<br>**View:**  Reader Response Discussion Thread #1<br>**View:** Reflection Research Journal (RRJ) Discussion Thread #1<br>**View:**  Topic Proposal Discussion | DUE: Introductions<br><br>DUE: Coursework Permission Submission<br><br>DUE: Topic Proposal: Located under Discussions<br><br>DUE: Reader Response Discussion #1<br><br>Due: (RRJ) Discussion Thread #1<br><br>DUE**: (Week 1-Week 2)** Topic Proposal: Located under Discussions |
| **Week Two**<br><br>**August 30-September 5** | **Module 2 Community Genre Analysis** (CGA);<br><br>Selecting & | **EAA Reader:**<br>Chapter 3—Rhetorical Situations<br>Chapter 6—Reading Rhetorically<br>Chapter 31—Mixing Languages and Dialects<br>Chapter 35—Writing in Multiple Modes<br><br>**FYC Handbook:  Community Genre Analysis  in Blackboard** | DUE**: (Week 1-Week 2)** Topic Proposal: Located under Discussions |

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| | Drafting CGA;<br><br>Developing Research Questions for Research Topic | Review PDF handout on Developing Research Question<br>**View:** Reader Response Discussion Thread #2 | Work in Progress: Begin Storyboarding your Multimodal Community Product/Tool (design it throughout the semester)<br><br>DUE: Reader Response Discussion #2 |
| **Week Three**<br><br>**September 6-September 12** | Develop Citation Analysis with Extended Critical Annotated Bibliography (CAB)<br><br>APA Style | **EAA Reader:**<br>Chapter 2—Joining the Conversation<br>Chapter 15—Reporting Information/'Just the Facts'<br>Chapter 20—Starting Your Research/Joining the Conversation<br>Chapter 21: Finding Sources/Online, at the Library, in the Field<br>Chapter 31—Mixing Languages and Dialects<br><br>**FYC Handbook:** TBA **in Blackboard**<br>Additional: Online Readings /PDF Handouts: Additional<br>Additional Websites:<br>Purdue OWL APA<br>https://owl.english.purdue.edu/owl/resource/560/01/<br>Public Discussion of Literature Review of Research on Critical<br>Needs.....<br>https://www.youtube.com/watch?v=13h4sB9lYMk<br>**Websites:**<br>Stork, David. "How to Ask Good Questions." TEDx. YouTube. 25 April 2013. 7 Nov. 2015.<br>https://www.youtube.com/watch?v=PkcHstP6Ht0.<br>Purdue OWL APA<br>https://owl.english.purdue.edu/owl/resource/560/01/<br>Watch Public Discussion of Literature Review of Research<br>on Critical Needs.....<br>https://www.youtube.com/watch?v=13h4sB9lYMk<br>**View:** Reader Response Discussion Thread #3 | DUE: Reader Response Discussion #3 |

| Week Four September 13-September 19 | Module 3 Local Fieldwork Peer-Review Process; Complete CGA; Creating Surveys | **EAA Reader:** Chapter 2—Joining the Conversation Chapter 15—Reporting Information/'Just the Facts' Chapter 20—Starting Your Research/Joining the Conversation Chapter 21: Finding Sources/Online, at the Library, in the Field Chapter 31—Mixing Languages and Dialects **FYC Handbook:  Module 3 Local Fieldwork 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 CGA DUE: Reader Response Discussion #4 DUE: Community Genre Analysis Final |
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| Week Five September 20-September 26 | Module 4 Broader Community Study CAB Review APA In-text Citation; and Reference; | **EAA Reader:** Chapter 6—Reading Rhetorically Chapter 7—Annotating, Summarizing, Responding Chapter 8—Distinguishing Facts from Misinformation Chapter 9—Managing the Writing Process Chapter 14—Writing Analytically/"Let's Take a Closer Look" Chapter 15—Reporting Information/"Just the Facts" **FYC Handbook:  Module 4 Broader Community Study in Blackboard** 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 | DUE: Peer-Review #2: (CAB1), with sentence outline: For consulting local and primary sources DUE: Reader Response Discussion #5 Due: (RRJ) Discussion Thread #2 DUE: Survey Questions Posted |
| Week Six September 27-October 3 | Revise CAB Review Reponses from Survey; Develop Broader Community Study | **EAA Reader:** Chapter 16—Writing a Review/"Two Thumbs Up" Chapter 20—Starting your Research/Joining the Conversation Chapter 21—Finding Sources/Online, at the Library, in the Field Chapter 23—Evaluating Sources◊ Chapter 24—Annotating a Bibliography Chapter 25—Synthesizing Ideas◊ Chapter 31—Mixing Languages and Dialects | Due: CAB 1: For consulting local and primary sources DUE: Reader Response |

| | | FYC Handbook:  TBA **in Blackboard**<br>**Additional:** Online Readings /PDF Handouts:<br>Additional<br>Guidelines and Student Sample for the Assignment<br>Three: Critical Annotated Bibliography<br>Website: Purdue OWL APA<br>Additional Website links in Blackboard<br>**View:** Reader Response Discussion Thread #6<br>**View:** Survey Questions Responses | Discussion #6<br><br>DUE: Survey Questions-Responses |
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| **Week Seven**<br><br>**October 4-October 10** | Incorporation of survey questions and image selection for Local Fieldwork | **EAA Reader:**  TBA<br>**FYC Handbook:**  TBA **in Blackboard**<br>Additional Website links in Blackboard<br>**View:** Reader Response Discussion Thread #7<br>**View:** Reflection Research Journal (RRJ) Discussion Thread #3 | DUE: Reader Response Discussion #7<br><br>Due: (RRJ) Discussion Thread #3<br><br>DUE: Local Fieldwork |
| **Week Eight**<br><br>**October 11-October 17** | Peer Review: Editing and Revising; check APA | **EAA Reader:**  TBA<br>**FYC Handbook:**  TBA **in Blackboard**<br>Additional Website links in Blackboard<br>**View:** Reader Response Discussion Thread #8<br>**View:** Peer-Review #3 BCS | DUE: Peer-Review #3: Broader Community Study Draft for Peer-Review with CAB 2: For consulting secondary and tertiary sources.<br>DUE: Reader Response Discussion #8 |
| **Week Nine**<br><br>**October18-October 24** | **Module 5 Multimodal Community Product/Tool**<br>Visual Rhetoric Outline- | **EAA Reader:**<br>Chapter 2 –Engaging Respectfully with Others;<br>Chapter 3—Rhetorical Situations<br>Chapter 10—The Need for Collaboration<br><br>**FYC Handbook:  Module 5 Multimodal Community Product/Tool**<br> **in Blackboard** | DUE: Broader Community Study (Final)—<br><br>DUE: Reader Response Discussion #9 |

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| | Storyboard for Multimodal Community Product/Tool | Additional: Online Readings /PDF Handouts: Infograph(ic) Flyer examples<br>Additional Website links in Blackboard<br><br>**View:** Reader Response Discussion Thread #9<br>**View:** Multimodal Community Product/Tool | DUE:<br>**Scaffolding:** Multimodal Community Product/Tool Outline Activities Storyboard layout for the MCPT (Decide what you want to include) |
| **Week Ten**<br><br>**October 25-October 31** | Infographics, and Design;<br><br>Presentation | **EAA Reader:**<br>Chapter 15—Reporting Information<br>Chapter 31—Mixing Languages and Dialects◊ Chapter 34—Designing What You Write<br>Chapter 35—Writing in Multiple Modes<br>*TB*<br>**FYC Handbook:** TBA **in Blackboard**<br>Review PDF handout on Infographics<br>**PowerPoint Presentation Lecture on WIT in Blackboard**<br><br>Infographics by Nathaniel Rivers:<br>http://www.nathanielrivers.org/infographics/<br><br>Infographic software:<br>Piktochart: https://piktochart.com/<br>Canva: https://www.canva.com/<br>Venngage: https://venngage.com/<br>Additional Website links in Blackboard<br><br>**View:** Reader Response Discussion Thread #10<br>**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<br>DUE: Reader Response Discussion#10<br><br>Due: (RRJ) Discussion Thread #4 |
| **Week Eleven**<br><br><br>**November 1-November 7** | Multimodal Arguments | **EAA Reader:** TBA<br>**FYC Handbook:** TBA **in Blackboard**<br>Additional Website links in Blackboard<br><br>**View:** Peer-Review #4 Draft of MCPT | DUE: Peer-Review #4: Draft of MCPT<br><br><br>Continue working Multimodal |

| | | | Community Product/Tool |
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| **Week Twelve**<br><br>**November 8-November 14** | Multimodal Arguments continued | **EAA Reader:** TBA<br>**FYC Handbook:** TBA **in Blackboard**<br>Additional Website links in Blackboard<br>**View:** Reflection Research Journal (RRJ) Discussion Thread #5 | DUE: Multimodal Community Product/Tool<br><br>Due: (RRJ) Discussion Thread #5 |
| **Week Thirteen**<br><br>**November 15-November 21** | Online Presentations Multimodal Community Product/Tool | **EAA Reader:** TBA<br>**FYC Handbook:** TBA **in Blackboard**<br>Review PDF handout on Executive Summary<br>Additional Website links in Blackboard<br>**View:** Executive Summary Discussion | DUE: Presentation: Infograph(ic): (Part I) |
| **Week Fourteen**<br><br>**November 22-November 28**<br><br>**Thanksgiving: November 25 & 26** | Debriefing with Executive Summary | Additional Website links in Blackboard<br>Review PDF handouts on Executive Summary<br>Helpful websites on executive summaries:<br>USC Libraries: Research Guides:<br>http://libguides.usc.edu/writingguide/executivesummary<br>University of Maryland: Executive Summaries:<br>http://www.umuc.edu/current-students/learning-resources/writing-center/writing-resources/executive-summaries/index.cfm<br>UniLearning: Report Writing:<br>https://unilearning.uow.edu.au/report/4bi1.html<br>**View:** Debriefing: Executive Summary of Advocacy Issue Q & A Session (post questions) | DUE: Module 5: Multimodal Community Product/Tool Part III: (Final Product/Tool) DUE: Assignment #5 Part II: Executive Summary Post to Discussion Board |
| **Week Fifteen**<br><br>**November 29-December 2 (Last day of class)**<br><br>**Dead Day: December 3** | Debriefing with Executive Summary | **EAA Reader:** TBA<br>**FYC Handbook:** TBA **in Blackboard**<br>Additional Website links in Blackboard<br><br>**View:** Debriefing: Executive Summary of Advocacy Issue Q & A Session (respond to each Question)<br><br>**View:** Post Project Reflection Discussion Thread<br><br>**Complete Online Course Evaluations sent to your UTEP email** | DUE: (Part II) Executive Summary Paragraph on Topic from each author<br><br>DUE: (Part II) Q & A from classmates to each author |

| | | | DUE: (Part II) Each author replies to each question. |
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| | | | DUE: Post Project Reflection for RWS 1302 |
| **Week Sixteen**<br><br>**Final Exams: December 6-10** | Finals | **View:** Your Grade book | Finals week: Check all of your scores |