This section of RWS 1302 is a Hybrid/Blended Course

Course Theme: Becoming a Global Citizen
Course: RWS 1302: Rhetoric & Composition 2
Course Dates: January 16, 2024, to May 2, 2024 (May 6-10 final exams)

CRN Section & Day: 22166 Tuesdays and online throughout the week

CRN Section & Day: 22179 Thursdays and online throughout the week

Time: 12:00 p.m. – 1:20 p.m.; and Asynchronous Online in Blackboard and online throughout the week
Location: UGLC 232 and Online: Blackboard Platform

Instructor: Esther Solis Al-Tabaa
UTEP E-mail: eal-tabaa@utep.edu
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 Zoom within Blackboard)

Online Office Hours: Monday & Wednesday, 10:30 a.m. to 2:00 p.m.; Tuesday & Thursday, 9:00 a.m.- 10:30 a.m., or by appointment. Mountain Standard Time.
(I will be logged into our Zoom online office hours during this time). We have the Zoom link embedded in our Blackboard Shell. Zoom is available for audio and or video use.
Live Roundtable Online Discussions to discuss class assignments: Monday & Wednesday TBA
Note: Online office hours may change depending on student demand.

Face-to-Face Office Hours: Tuesday & Thursday, 11:00 a.m.- 11:45 a.m., or by appointment. Mountain Standard Time in HUD 211.
Tuesday & Thursday, 2:55 p.m. -3:30 p.m. outside in the foyer of UGLC 232 and 234; or by appointment.
Locations: HUD 211 & outside in the foyer of UGLC 232 and UGLC 234; or by appointment.

***Note: If you are sick or think you are sick, do not come to the face-to-face office hour sessions. I will accommodate you with an online session.

I will hold “Live Round Table Online Lecture-Discussion Sections” See the 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.
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.

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The FYC program endorses the university’s COVID-precaution statement. (Just in case we need to address COVID-19 this semester).

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

And we are…

The First-Year Composition Program is geographically and discursively situated in the US-Mexico borderland and offers a binational and transnational experience through culture, language, and knowledge. We are committed both to learning from students and to building our program in a way that honors what they bring with them into the classroom and encourages them to make their voices heard in the university and beyond. Our vision is to collectively journey toward the practice of self-reflexivity, listening carefully and empathically to the ideas and experiences that challenge our thinking, and to engage various rhetorical practices and genres of traditional and non-traditional writing. The program's curriculum design encourages students to imagine the possibilities of speaking, listening, and being heard through different literacies and compositions. We invite students to explore topics from local, global, and disciplinary contexts that matter to them while learning effective writing skills and being mindful of their own situations and audiences.

RWS 1301 & 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.

Rhetoric & Composition 1 (RWS 1302) Course Description

Rhetoric & Composition 2 (RWS 1302) aims to develop further students’ rhetorical and critical thinking skills 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 the subject matter, genre, rhetorical strategy, racial and social justice, and writing processes.

*Note: Any modifications to the syllabus and curriculum are for Spring 2024 ONLY. I have combined Module 1: Community Engagement Proposal & Module 3: Local Fieldwork and collapsed both into components of Module 3. We will begin with Module 2: Community Genre Analysis.

The curriculum consists of these five 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 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 individual assignment will 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. (*This is an individual project; there are no groups in or other RWS 1302 sections.)*

***Note: Within each module, there are scaffolding mini-assignments, reader-response discussions, research reflection journals, peer-review sessions, and quizzes. These earn separate points from the final product above.

**UTEP Edge**
This course uses UTEP Edge concepts. The concepts that we are focusing on are Critical Thinking, Global Awareness, Problem-Solving, and Team Work.
Required Texts & Materials

(Purchase the first day of class) Available at the UTEP Bookstore.


An e-book available through the UTEP Bookstore

You will get a code on your receipt to activate the e-book on RedShelf.

Additional required readings will be posted on Blackboard and listed on the course calendar. UTEP Library Access will be needed for items located within the library databases.

UTEP Library Access: Review the Library Corner link provided in Blackboard. Make sure to download Global Project for full Remote access to the UTEP Library databases. https://www.utep.edu/library/research/

Modern Language Association (MLA) Style Manual current edition. MLA Style Website: https://style.mla.org/
Download online Class Readings
Websites and video links are available in the Blackboard course
Make sure to download Adobe Acrobat Reader. It is free. https://get.adobe.com/reader/

Additional links and readings: (Review the folder within Blackboard for a complete list of links and readings).

**Course Theme: Becoming a Global Citizen**
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 chosen. To get some ideas on what it means to “Become a Global Citizen,” review the website links.

The issue/topic can be local, national, or global. All assignments build upon each other and are components of the final products used to communicate your issue for your topic. You may examine your topic/issue from different lenses for each module. First, choose your topic/issue. All the mini-assignments should be part of the more extensive project module. The small assignments provide the scaffolding layout for the components of the more significant projects.

Here are some additional websites to help brainstorm what to investigate and write about.

These websites and examples of global issues/topics that even impact local issues:
Explore these links to help you better understand your role as a Global Citizen.

Please watch this quick video on what it means to be a Global Citizen. TED Talk: Why are our dreams limited by where we’re born? By Brandon Blackburn Dwyer (Founder). https://www.globalcitizen.org/en/content/hugh-evans-ted-talk-global-citizen/

Join the Movement Changing the World “Global Citizen is a community of people like you.” https://www.globalcitizen.org/en/
What Exactly Does it Mean to Be A ‘Global Citizen’?
https://www.globalcitizen.org/en/content/what-is-a-global-citizen/
Seven Steps to Become a Global Citizen: https://www.gviusa.com/blog/7-steps-to-become-a-global-citizen/
The Borgen Project: https://borgenproject.org/tag/global-issues/
Six Critical Global Issues: What are the World’s biggest problems and How can I help?
https://www.gviusa.com/blog/6-critical-global-issues-what-are-the-worlds-biggest-problems-and-how-i-can-help/

This article provides a deeper insight into why advancing global citizenship in America is essential to help promote more inclusivity for the entire world.

The Integration of Studying Artificial Intelligence in a Writing Course
Welcome to the discourse community of AI technologies. The purpose of these additional reading materials about the use of AI technologies is to prepare you for the future of its use and to teach you what is acceptable and what is not acceptable when using AI technology. Think of these additional readings to help you navigate the world of AI technologies. Remember, knowledge is power.

Read: UTEP’s “Guidance for Teaching with AI Technologies” statement.
This PDF is UTEP’s guide about AI technologies.

Read: TechTarget. What is generative AI? Everything you need to know.
https://www.techtarget.com/searchenterpriseai/definition/generative-AI
This article provides background information, including the types of AI used and ethics and bias in generative AI. Please make sure to click on each of the left-frame topics to help you better understand AI use.

These two articles are new, and you may need to find them in hard copy at the UTEP Library.

**Dictionaries and Terms**
The following links provide a unique way to present AI and technology terms.

Scribbr. AI Writing Tools, Definition, Uses & Implications.  
https://www.scribbr.com/category/ai-tools/  
This website provides helpful information about AI tools and their use, purpose, and pitfalls.

https://www.techopedia.com/dictionary  
This dictionary provides easy access to trending tech terms.

Zowie’s AI Dictionary for Beginners: Need-Know Terms and Definitions  
https://getzowie.com/blog/ai-dictionary  
This is a brief dictionary of some of the standard AI terms.

https://www.coursera.org/articles/ai-terms  
This is a detailed glossary of many of the common AI terms.

https://www.expert.ai/glossary-of-ai-terms/  
This glossary helps to build and expand your knowledge of natural language and artificial intelligence technologies.

This article provides a short overview of what AI. There are links to several other articles.

This article provides a thoughtful discussion about AI use, the benefits and risks.

https://www.pdfgear.com/how-to/ai-tools-for-education.htm  
This article provides a list of the best AI tools for academic purposes.

https://ctal.udel.edu/advanced-automated-tools/  
This university website provides more details about using AI technology in coursework.

https://www.plusdocs.com/blog/best-ai-tools-for-students  
This blog provides insight into the best AI tools for specific writing genres.
Read: The Use of AI Software, Editing, Writing, and Image Tools
Before using AI software, educate yourself a little bit on what is available and the purpose of using AI software.

Read: WindowsReport. Best Open Source AI Content Generator [7 Free Options].
https://windowsreport.com/best-ai-content-generator-open-source/
Review the additional handout on Blackboard of some of the open-source AI content generators discussed in the article.

Academic Scholarly Sources
AI: Reading material: Is Available in Blackboard/ UTEP Library Databases: Type in the journal name in the UTEP Library. Databases.
https://utep.primo.exlibrisgroup.com/discovery/jsearch?vid=01UTEP_INST:01UTEP
Throughout the semester. More detailed information is in our Blackboard course.


https://doi.org/10.1016/j.compcom.2017.06.002

Most of these software AI programs have free versions. Please do not pay for any of them. There are many AI software AI programs out there.

Grammarly. https://www.grammarly.com/
Grammarly AI. https://www.grammarly.com/ai
Grammarly will be an editing assistant and an Artificial Intelligence writing tool. Select the “Education” icon, and from the drop-down menu, select “Students.”.
List of AI products most commonly used (will add more during the semester and will be located in Blackboard)

<table>
<thead>
<tr>
<th>AI Product</th>
<th>Type of AI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Editor</td>
<td>Located within Microsoft Word program Closed source AI powered writing assistant</td>
</tr>
<tr>
<td>Grammarly</td>
<td><a href="https://www.grammarly.com/">https://www.grammarly.com/</a> Communication writing assistant</td>
</tr>
<tr>
<td>ChatGPT 3.5 or 4.0 versions</td>
<td><a href="https://openai.com/blog/chatgpt">https://openai.com/blog/chatgpt</a> Generative AI chatbot that helps with content creation and information retrieval.</td>
</tr>
<tr>
<td>Ahrefs</td>
<td><a href="https://ahrefs.com/writing-tools/paragraph-generator">https://ahrefs.com/writing-tools/paragraph-generator</a> Paragraph generator</td>
</tr>
<tr>
<td>Canva</td>
<td><a href="https://www.canva.com/ai-image-generator/">https://www.canva.com/ai-image-generator/</a> Image generator</td>
</tr>
</tbody>
</table>

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 50
Module 2 Community Genre Analysis 100
*Module 3 Local Fieldwork 100
Module 4 Broader Community Study 150
Module 5 Multimodal Community Product/Tool 200
Discussions, Reflections, Quizzes, Scaffolding mini assignments 400
Total Points 1000

***Note: Within each Module, there are scaffolding mini assignments. The total points above reflect the final product of the assignment. *Modules 1 & 3 are combined and will be submitted together.

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. The next section consists of an overview of the course.

All Assignments reflect the following: Think of the coursework as an internship:
Course Theme: 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 chosen. To get some ideas on what it means to “Become a Global Citizen,” review the website links within Blackboard.

We will also examine the impact Artificial Intelligence (AI) technologies have on society. We will explore the Integration of studying artificial intelligence in a writing course. The use of AI in writing is another available tool, such as using computers to write or using a calculator to help with math.

Including AI technologies in the writing classroom as another tool is important for students. This section of RWS 1302 will be a safe space to learn more about using AI technologies in a writing classroom and if it is appropriate or inappropriate to use AI in your university coursework. In other words, how to teach students to use AI technologies responsibly.

In this RWS 1302 section, we will use the framework of process versus product. Students may access AI to support the writing, visual, and audio processes; and then show their work and the AI work when crafting the final product submitted.

We will cover the following questions during this course:

- What is Artificial Intelligence?
- What AI tools are used for writing assistance?
- What are the ethics surrounding AI technologies?
- What are the implications of using AI technologies to complete an assignment?
- Is the use of AI technologies a form of plagiarism?
- Under what contexts/situations is it acceptable to use AI-generated texts?
- What is the appropriate and inappropriate use of AI-powered programs in RWS 1302?
- What are the limits of using AI?
- What are the biases in AI end products? How do we check for these biases?
- What are the dangers of using AI products and relying on them for accuracy?
- How much misinformation or inaccuracies may AI generate instead?
- When creating a product, whether on a professional level, theses, dissertations, artwork, music, etc…, is the work considered original if AI is used to aid in the creation of the product?
- What must you know when using AI tools for a final product? Do you have ownership, considered original work, or not a valid/ acceptable product?
- What are the legal repercussions for your AI-generated work in academia and the professional field?
- How do you see the study/practice of AI technologies connecting to what it means to be a global citizen?
- What future potential benefits and or negatives/ risks does the introduction of AI technologies have in your selected topic/issue?
*Here is the Policy on the Use of AI Technologies*. Because of the rapid pace of change represented by ChatGPT and other Artificial Intelligence (AI) programs, it is necessary to set clear program standards regarding their use in our classes. Specifically, the FYC Program recognizes that Large Language Models (LLMs) are part of our contemporary culture and hold educational value that can be explored in the classroom, such as narrowing down a topic idea or critically analyzing the quality of an AI-generated text. However, our program maintains an expectation that all assignment submissions must constitute original pieces of writing composed by the student-author only.

By this standard, an **appropriate use** of ChatGPT (or any AI-powered program) could take the form of

- writing an introduction paragraph that openly describes how this AI tool offered possible approaches to researching a particular topic, with any direct quotes placed in quotation marks and cited in-text and in a final references page.

By contrast, an **inappropriate use** of ChatGPT (or any AI-powered program) could take the form of

- copying any amount of text from an AI tool and claiming it as your original composition without acknowledging its source. This includes failure to cite and place quotation marks around any directly quoted language.

FYC faculty are required to submit any assignment submissions that appear to include unacceptable uses of AI programs (or that are marked for further review) to the Office of Student Conduct and Conflict Resolution (OSCCR). [https://www.utep.edu/student-affairs/osccr/](https://www.utep.edu/student-affairs/osccr/)

For more guidance on mediating AI technologies in the classroom, consult UTEP’s “Guidance for Teaching with AI Technologies” statement. [https://www.utep.edu/provost/_files/docs/instruction/utep-guidance-for-teaching-with-ai-technologies.pdf](https://www.utep.edu/provost/_files/docs/instruction/utep-guidance-for-teaching-with-ai-technologies.pdf)

*Restated again in the syllabus

Our RWS 1302 section will adhere to the RWS/ FYC Programs concerning AI technologies. Here are the classroom rules for using AI.

Provide a short disclaimer and a reflection at the top of the submission stating the following:

This submission [label work] was aided by AI technology.

Include a short reflection of no less than 200 words. In this reflection, you will include the following discussion:

- What AI technology did you use? (example: Grammarly, Microsoft Editor, etc…)
- How did you use the technology? Describe. (For example: I used AI technology, [Grammarly], to help with sentence structure to help revise, edit, and reword sentences).
- How different was the original section and then the revised version? Provide an example-original / revised versions.
- How was your experience with using AI technology? Illustrate.
- Will you consider using this AI program? Why or why not?
- Is there anything else you want to share with your instructor?
During the semester, there are four anonymous surveys you will take in a Question Pro link. Purpose: To provide your experience with AI technologies.

<table>
<thead>
<tr>
<th>Survey</th>
<th>Reflect</th>
<th>Survey questions</th>
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<tbody>
<tr>
<td>AI Survey One: During Week 1</td>
<td>To reflect on your understanding of AI</td>
<td>Do you know what Artificial Intelligence (AI) is?</td>
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<td>Yes</td>
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<td>Somewhat</td>
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<td>Have you ever used AI products?</td>
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<td>Yes</td>
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<td>No</td>
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<td>How have you used AI products?</td>
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<td>For school</td>
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<td>For work</td>
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<td>Other</td>
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<td>N/A</td>
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<td></td>
<td>What has been your experience with using AI?</td>
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<td></td>
<td>Please provide a short response.</td>
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<tr>
<td>AI Survey Two: During Week 5</td>
<td>To reflect on the basic uses of AI</td>
<td>TBA</td>
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<tr>
<td>AI Survey Three: During Week 10</td>
<td>To reflect on the incorporation of AI</td>
<td>TBA</td>
</tr>
<tr>
<td>AI Survey Four: During Week 15</td>
<td>To reflect on the semester’s use of AI</td>
<td>TBA</td>
</tr>
</tbody>
</table>

**Course Delivery via Blackboard**

**Course Delivery of Course:** This course is delivered via face to face/hybrid one day and online the rest of the week. 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.***
Quick Overview of the 5 Modules: A more detailed overview and instructions/guidelines will be posted within Blackboard folders and within the FYC e-book.

*Module 1: Community Engagement Proposal (CEP) (50 points)-To be submitted with Module 3: Local Fieldwork

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.

The purpose of the CEP is to educate your audience, advocate for the issue/topic, and plan on how to activate the issue/topic within the community you want to address.

Deliverable: The Genre of a Memo: Use a memo format to write the proposal, include 4-5 research questions, a tentative thesis statement, and the start of the Extended Critical Annotated Bibliography (CAB), begin with 3-4 entries using sources. (Use APA or MLA style). Review the assignment handout folder and the student examples within Blackboard for the required layout.

Note: Please acknowledge if you used Microsoft Word Editor or Grammarly to proofread your work. Discuss your experience using these AI tools for editing and revising purposes. Was there a significant change in your revised work? Write your acknowledgment on the cover page of the assignment submission.

Set up of Cover Page (APA style): First and last name, name of assignment, title of work, date, and ACKNOWLEDMENT: ……[see note above for content to add].

DO NOT use any AI tool to write your assignments completely.


Scaffolding: Brainstorming of Research Topic Go to the discussion thread.
Students will write a proposal (memo format) to identify the subject /issue/ topic they will be working with for the semester.
Include the following: The purpose of the CEP is to educate your audience, advocate for the issue/topic, and plan on how to activate the issue/topic within the community you want to address. This will be submitted to, approved, and graded by the instructor. Detailed guidelines will be provided in Blackboard.

Scaffolding: Brainstorming resources—Identify problems

The Use of AI:
You will complete the scaffolding for the topic proposal. Follow these steps.

1. Write an initial draft on your own. Save it.
2. Below the initial draft, use Grammarly to revise what you have written.
3. After the completion of the scaffolding, write a short reflection. See the guidelines below.
Provide a short disclaimer and a reflection at the top of the submission stating the following: This submission [label work] was aided by AI technology.

Include a short reflection of no less than 200 words. In this reflection, you will include the following discussion:

- What AI technology did you use? (example: Grammarly, Microsoft Editor, etc…)
- How did you use the technology? Describe. (For example: I used AI technology, [Grammarly], to help with sentence structure to help revise, edit, and reword sentences).
- How different was the original section and then the revised version? Provide an example—original / revised versions.
- How was your experience with using AI technology? Illustrate.
- Will you consider using this AI program? Why or why not?
- Is there anything else you want to share with your instructor?

Module 2: Community Genre Analysis (CGA)

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.

Deliverable: The Genre of an analysis essay with an in-text citation. Incorporate the two sources for this analysis. Use in-text citations. Use MLA style format. Review the FYC e-book for the guidelines.

Review the assignment handout folder with student examples within Blackboard. Go to Assignments for submission.

There is a peer-review session for this assignment. Go to the discussion thread.

Note: Please acknowledge if you used Microsoft Word Editor or Grammarly to proofread your work. Discuss your experience using these AI tools for editing and revising purposes. Was there a significant change in your revised work? Write your acknowledgment on the cover page of the assignment submission.

Set up of Cover Page (APA style): First and last name, name of assignment, title of work, date, and ACKNOWLEDMENT: ……[see note above for content to add].

DO NOT use any AI tool to write your assignments completely.

*Module 3: Local Fieldwork (LF)—*review breakdown (100 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.

There are four components:
Scaffolding: Part I: Extended Critical Annotated Bibliography (CAB1) with detailed references to include four research questions (CAB 1) (Part I): For consulting local and primary sources (CAB 2 will continue into Module 4)—need at least 4-5 sources

Extended Critical Annotated Bibliography One: (CAB1) with detailed references to include four research questions Critical Annotated Bibliography to include four research questions for the issue/topic. 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.

There is a peer-review session for the CAB assignment. Go to the discussion thread.

Part II: Develop Ten Survey Questions based on the Four Research Questions. Embed into the final local fieldwork assignment.

Part III: Conduct an Observation—original observation or use a video or audio clip as an observation. Embed into the final local fieldwork assignment.

Part IV: Write a report discussing your findings on the primary research. Embed all primary research into the final local fieldwork assignment. (Make sure to review guidelines and instructions). Parts I, II, and III will be included as appendices and integrated within the report.

Deliverable: The Genre of a Memo Report. Review the assignment handout folder with student examples within Blackboard.

Note: Please acknowledge if you used Microsoft Word Editor or Grammarly to proofread your work. Discuss your experience using these AI tools for editing and revising purposes. Was there a significant change in your revised work? Write your acknowledgment on the cover page of the assignment submission.

Set up of Cover Page (APA style): First and last name, name of assignment, title of work, date, and ACKNOWLEDMENT: ……[see note above for content to add]. DO NOT use any AI tool to write your assignments completely.

Module 4: Broader Community Study: (BCS)—*review breakdown

*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.

Go to Assignments for submission.
There are two deliverables:
Revised Research Topic Proposal Memo for Semester (Memo format) 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. Need at least 4-5 sources academic scholarly sources—secondary research—need a total of 10-12 sources to complete this assignment.

Part II: Write a report discussing your findings on the research for the study. Embed all primary research into the Broader Community Study assignment. (Make sure to review guidelines and instructions). The deliverables will be included as appendices and integrated into the study/report. Go to Assignments for submission.

Deliverable: The Genre of a Report. Review the assignment handout folder with student examples within Blackboard. You will incorporate the primary information from Module 3. You will need a total of at least (10-12 sources) to complete the Broader Community Study. Use APA style format. You must include 10-12 sources as a Critical Annotated Bibliography (CAB) as a complete Appendix.

Note: Please acknowledge if you used Microsoft Word Editor or Grammarly to proofread your work. Discuss your experience using these AI tools for editing and revising purposes. Was there a significant change in your revised work? Write your acknowledgment on the cover page of the assignment submission.

Deliverable: This is an individual project (NO Groups). This is the final project for the course. Select one of the following products/tools from the guidelines for the Module 5 online lecture. (DO NOT create an infographic for the final product because you are creating an infographic for the online presentation.

Note: Please acknowledge if you used any AI tool to create and or proofread your work. Discuss your experience using these AI tools for the MCPT. Write your acknowledgment on the cover page of the assignment submission.
Set up of Cover Page (APA style): First and last name, name of assignment, title of work, date, and ACKNOWLEDGMENT: ……[see note above for content to add]. DO NOT use any AI tool to generate your assignment completely.

There are several components:

Part I: 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 gather evidence to support reasons. Detailed guidelines will be provided in Blackboard. **Go to Assignments for submission.**

**Deliverable #1:** Create a short paragraph describing your MCPT. Review guidelines for criteria.

The Use of AI:

You will complete the scaffolding for the Multimodal Community Product/Tool Outline Activities Storyboard. Follow these steps.

1. Write an initial draft on your own. Save it.
2. Below the initial draft, use Ahrefs. Free AI Paragraph Generator to revise what you have written. [https://ahrefs.com/writing-tools/paragraph-generator](https://ahrefs.com/writing-tools/paragraph-generator)
3. After the completion of the scaffolding, write a short reflection. See the guidelines below.

Provide a short disclaimer and a reflection at the top of the submission stating the following: This submission [label work] was aided by AI technology.

Include a short reflection of no less than 200 words. In this reflection, you will include the following discussion.

- What AI technology did you use? (example: Grammarly, Microsoft Editor, etc…)
- How did you use the technology? Describe. (For example: I used AI technology, [Grammarly], to help with sentence structure to help revise, edit, and reword sentences).
- How different was the original section and then the revised version? Provide an example-original / revised versions.
- How was your experience with using AI technology? Illustrate.
- Will you consider using this AI program? Why or why not?
- Is there anything else you want to share with your instructor?
Part II: Complete Multimodal Product/Tool
*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 option. Include a reflection on the Infographic. Detailed guidelines will be provided in Blackboard. Go to Assignments for submission.

*Deliverable #1: Visual argument using an infographic and a short reflection essay.

There is a peer-review session for this assignment. Go to the discussion thread.

The Use of AI:

You will complete the Presentation: Infographic for the Multimodal Community Product/Tool Presentation Visual Argument Follow these steps.

1. Write a short draft of what you would like to use in your infographic presentation. Save it.

2. Below the initial draft, create the visual Infographic by using Canva. Free Online AI Image Generator to create your Infographic. https://www.canva.com/ai-image-generator/

3. After completing the Infographic, include a reflection that includes the use of Canva. See the guidelines below.

Provide a short disclaimer and a reflection at the top of the submission stating the following: This submission [label work] was aided by AI technology.

Include a short reflection of no less than 200 words. In this reflection, you will include the following discussion.

▪ What AI technology did you use? (example: Grammarly, Microsoft Editor, etc…)
▪ How did you use the technology? Describe. (For example: I used AI technology, [Grammarly], to help with sentence structure to help revise, edit, and reword sentences).
▪ How was your experience with using AI technology? Illustrate.
▪ Will you consider using this AI program? Why or why not?
▪ Is there anything else you want to share with your instructor?

*Part II: Online Class Presentation: Debriefing: Executive Summary of Issue with Questions/Answers Session: It is 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 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. Go to the discussion thread.**

**Deliverable #2:** Write an executive summary (you may use the introduction of your Module 4 to help with this). Follow with Q & A to complete the debriefing presentation.

Note: Please acknowledge if you used Microsoft Word Editor or Grammarly to proofread your work. Discuss your experience using these AI tools for editing and revising purposes. Was there a significant change in your revised work? Write your acknowledgment on the cover page of the assignment submission.

Set up of Cover Page (APA style): First and last name, name of assignment, title of work, date, and ACKNOWLEDGMENT: ……[see note above for content to add].

DO NOT use any AI tool to write your assignments completely.

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**Participation in the Online Class Environment:** Because this is a 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.

**Here is the breakdown of participation 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 (5)
- Four RRJ: AI Entries (4) Within these journal entries, you will include the use of AI and reflect on its use.

**Weekly Discussions (Reader Response Discussions RRD):** The purpose of reader response discussions is to connect to the concepts discussed in the readings for that week.

- Ten Entries (10)

**Quizzes:** The purpose of weekly quizzes is to help you synthesize what you have learned from the reading material. Make sure to read the guidelines from the quiz section.

- Ten Quizzes (10)

**Online Collaboration**

- Peer-Review Sessions (4); and Primary Survey Questions for Research;

  Students take 4 surveys about the use of AI technology using Question Pro. (Weeks 1, 5, 10, 15).

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This course is designed to engage you through 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 2023, 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/](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](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/](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](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 the Blackboard comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA format and MLA 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 and MLA styles for the course. This way, we are all on the same page regarding 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 independently, 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 and MLA 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 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 a 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 from submitting work on time. I am flexible in such situations.

***Submissions: All online and face-to-face classroom submissions need to be placed into the correct Blackboard assignment dropbox. All discussions, including peer-reviews and assignments will automatically lockout after two weeks from when the item is due. Afterward, the assignment dropbox or submission will no longer be available, and you will earn an automatic zero for that submission.

***Note: Also, it is your responsibility to let me know at the beginning of the semester if you are planning on graduating at the end of the semester. Make sure all work is completed by the last day of class. I will not accept any late work after the last day of the course. It is your responsibility to keep track of deadlines.

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 or the online environment 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/](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](https://www.utep.edu/titleix/bulletins/bulletin-092517.html)

### 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 an 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, the flu, chicken pox, measles, mumps, or a cold etc…. I am reasonable and flexible about missed classes. --Miners take care of Miners.

***For Online courses (This section is relevant to all RWS 1302 online sections)
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.
The First-Year Composition Program fundamentally trusts its students and strives to create dynamic classroom experiences and writing opportunities rooted in the values of inquiry and critical thinking. We agree deeply with Anna R. Mills’ (2023) claim, in the *Chronicle of Higher Education*, that “writing practice continues to be intensely rewarding for students and central to intellectual growth in college.”

Because of the rapid pace of change represented by ChatGPT and other Artificial Intelligence (AI) programs, it is necessary to set clear program standards regarding their use in our classes. Specifically, the FYC Program recognizes that Large Language Models (LLMs) are part of our contemporary culture and hold educational value that can be explored in the classroom, such as narrowing down a topic idea or critically analyzing the quality of an AI-generated text. However, our program maintains an expectation that all assignment submissions must constitute original pieces of writing composed by the student-author only.

By this standard, an **appropriate use** of ChatGPT (or any AI-powered program) could take the form of

- writing an introduction paragraph that openly describes how this AI tool offered possible approaches to researching a particular topic, with any direct quotes placed in quotation marks and cited in-text and in a final references page.

By contrast, an **inappropriate use** of ChatGPT (or any AI-powered program) could take the form of

- copying any amount of text from an AI tool and claiming it as your original composition without acknowledging its source. This includes failure to cite and place quotation marks around any directly quoted language.

FYC faculty are required to submit any assignment submissions that appear to include unacceptable uses of AI programs (or that are marked for further review) to the Office of Student Conduct and Conflict Resolution (OSCCR). For more guidance on mediating AI technologies in the classroom, consult UTEP’s “Guidance for Teaching with AI Technologies” statement. 

**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.

**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.

**Student Pregnancy and Parenting Nondiscrimination Policy:** The University 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. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

**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

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<thead>
<tr>
<th>Title IX</th>
<th>915-747-8358</th>
<th>Institutional Compliance</th>
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<tbody>
<tr>
<td>Dean of Students</td>
<td>915-747-5648</td>
<td>Dean of Students</td>
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<tr>
<td>UTEP Health &amp; Wellness Center</td>
<td>915-747-5624</td>
<td><a href="https://www.utep.edu/chs/shc/studenthealth@utep.edu">https://www.utep.edu/chs/shc/studenthealth@utep.edu</a></td>
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<tr>
<td>UTEP Police Department</td>
<td>915-747-5611</td>
<td><a href="https://www.utep.edu/police/police@utep.edu">https://www.utep.edu/police/police@utep.edu</a></td>
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<tr>
<td>Counseling and Psychological Services</td>
<td>915-747-5302</td>
<td><a href="https://www.utep.edu/student-affairs/counsel/caps@utep.edu">https://www.utep.edu/student-affairs/counsel/caps@utep.edu</a></td>
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</tbody>
</table>

## Important Dates for this Semester: Spring 2024

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>January 16</td>
<td>Spring Classes Begin</td>
</tr>
<tr>
<td>January 16-19</td>
<td>Late Registration (Fees are incurred)</td>
</tr>
<tr>
<td>January 31</td>
<td>Spring Census Day</td>
</tr>
<tr>
<td>March 11-15</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 20</td>
<td>Freshman midterm grades are due</td>
</tr>
<tr>
<td>March 28</td>
<td>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.</td>
</tr>
<tr>
<td>March 29</td>
<td>Cesar Chavez Holiday—No class; Spring Study Day</td>
</tr>
<tr>
<td>May 2</td>
<td>Spring—Last day of classes</td>
</tr>
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<td>May 3</td>
<td>Dead Day</td>
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<tr>
<td>May 6-10</td>
<td>Spring Final Exams Check the UTEP finals week calendar for your course</td>
</tr>
<tr>
<td>May 15</td>
<td>Grades are Due</td>
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Visit [https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html](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 to 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.

The following is a recap: 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.
To get some ideas on what it means to “Become a Global Citizen” review the website links located under the textbook information.

Your selection of topic/ may be local, national, or global. All assignments build upon each other and are components of the final products that will be used 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.

You will need to submit your issue for my approval. All selected issues must be reflective of current situations and discussion on the impact of a community and your role as “Becoming a Global Citizen” and advocate for your position. All sides of the issue must be addressed to prevent bias. All selected issues/topics must educate, advocate, and activate action.

Some issues, for example, should probably not be examined because you may not encounter sound peer-reviewed academic research sources from the UTEP Library. I highly advise against the following issues/topics to write about such as abortion, and gun control; although, these two issues have become very important issues in American society—you may research these, but must provide sufficient evidence in your arguments, and advocacy for them. These other issues such as the death penalty, the use of marijuana, and euthanasia, may be more difficult to argue with sound evidence. Why advise against these issues/topics? These are highly opinionated issues/topics and may be difficult to develop a well-researched academic discussion. Check with
me if you are considering researching one of these issues/topics. There are strategies to present a valid argument with well-researched sources.

**Note:** Do not change the theme of the course—Your research topic must be within the concept of *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 at 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.

**Note:** The readings for this course are heavily frontloaded so that you quickly learn about the concepts and assignments that will follow. Sometimes, skimming through the material will help, then you can go back later and delve into the content, focusing on the relevant information to complete the assignments, quizzes, reflections, and discussions.
<table>
<thead>
<tr>
<th>Week One</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material</th>
<th>Assignments DUE</th>
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<tbody>
<tr>
<td>January 16-21</td>
<td>Class Introductions Review Blackboard course;</td>
<td>Review Ready for Online Learning (Located under Blackboard Tutorials) Take the Blackboard Student Orientation (<a href="https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html">https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html</a>) Review list of online reading material within the syllabus below the class textbooks. List also located within Blackboard. AI: Reading material: TBA: Available in Blackboard/ UTEP Library Databases</td>
<td>M: No class</td>
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<tr>
<td></td>
<td>What does it mean to be a global citizen?</td>
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<td>T: Class Introductions- Review course content and buy textbooks . Post to Introductions. Coursework Permission Submission</td>
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<td></td>
<td>Select a topic; Begin: Module 1 Community Engagement Proposal</td>
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<td>W: Reader Response Discussion #1</td>
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<td>R: Reply to classmates’ introductions</td>
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<td>F: Research Reflection Journal (RRJ)#1</td>
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<td>S: Catch up time</td>
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<td>S Respond to classmates Reader Response #1</td>
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<td>AI Journal (AIJ)#1</td>
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**Module One: Community Engagement Proposal**

**Week One**

- **January 16 - January 21**
- **Class Introductions**
- **Review Blackboard course:**

  - What does it mean to be a global citizen?

- **Select a topic; Begin:**

  - **Module 1 Community Engagement Proposal**
    - **Section 1:**
      - Introduction to Artificial Intelligence as a writing tool
      - What is Artificial Intelligence?
      - What AI tools are used for writing assistance?
    - **EAA Reader:**
      - Begin skimming /reading the following:
        - **Chapter 1:** Thinking Rhetorically
        - **Chapter 2:** Engaging Productively with Others
        - **Chapter 6:** Reading Rhetorically
        - **Chapter 18:** Making a Proposal/ “Here’s What I Recommend”
        - **Chapter 33:** Mixing Languages and Dialects
    - **Additional EAA Reader:**
      - **Chapter 8:** Distinguishing Facts from Misinformation
      - **Chapter 29:** Giving Credit, Avoiding Plagiarism
      - **Chapter 30:** MLA Style
      - **Chapter 31:** APA Style
      - **Chapter 32:** What’s Your Style?

- **Module 2: Community Genre Analysis**
  - **Chapter 3:** Rhetorical Situations
  - **Chapter 4:** Language, Power, and Rhetoric
  - **Chapter 5:** Understanding College Expectations
  - **Chapter 6:** Reading Rhetorically
  - **Chapter 12:** Choosing Genres
  - **Chapter 15:** Writing Analytically/ “Let’s Take a Closer Look”
  - **Chapter 33:** Mixing Languages and Dialects

  - **Additional EAA Reader:**
    - **Chapter 11:** The Need for Collaboration/ “Here Comes Everybody”
    - **Chapter 34:** How to Craft Powerful Sentences
    - **Chapter 35:** Polishing and Editing Your Writing

  - **Additional readings will be announced in Blackboard/ access through the UTEP Library Databases.**

  - **Read:** Ellen Cushman: The Rhetorician as an Agent of Social Change: JSTOR: College Composition and Communication Vol. 47, No. 1 (Feb. 1996), pp. 77-28

**FYC e-Handbook:**

- Read the Indigenous Land Acknowledgment Statement (v-vii)
And We Are…(viii)
First-Year Composition at UTEP (x-xii)
Course Objectives & On Writing Block (xiii-xv)
*RWS 1302 Section Introduction (217-218)
Read Module 1: Community Engagement Proposal
Read Module 2: Community Genre Analysis
Complete sections (218-329)

Use the FYC e-Handbook to help you center yourself on the Module’s purpose and what to think about as you address the module.

**Community Engagement Proposal in Blackboard**
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

**Work in Progress:** Begin Storyboarding your Multimodal Community Product/Tool (design it throughout the semester)

AI: Reading material: Is Available in Blackboard/ UTEP Library
Databases: Type in the journal name in the UTEP Library.
https://utep.primo.exlibrisgroup.com/discovery/jsearch?vid=01UTE P_INST:01UTEP

Read: Throughout the semester. More detailed information is located in our Blackboard course. A tentative reading list is in the syllabus under the textbook information. The complete reading list is posted within our Blackboard course.
<table>
<thead>
<tr>
<th>16 – Week Course</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</th>
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</thead>
</table>
| **Week Two**     | **Begin:** Module 2 **Community Genre Analysis** *(CGA)*; What is a Genre? Who is the audience for the Selected Genres? Why are they effective/or not? Selecting & Drafting CGA; Developing Research Questions for Research Topic What does it mean to be a global citizen in your selected issue/topic? What types of questions promote advocacy and polices? Discussion on plagiarism *(Continued)* What is Artificial Intelligence? What AI tools are used for writing assistance? Section 2: What are the ethics surrounding AI technologies? What are the implications of using AI technologies to complete an assignment? Is the use of AI technologies a form of plagiarism? | Read ahead: at your own pace **EAA Reader:** Begin skimming/ reading the following: Review: Chapter 6—Reading Rhetorically Chapter 7 Annotating, Summarizing, Responding Chapter 9 Managing the Writing Process Chapter 10 Reflecting on Your Writing Review Chapter 11 Choosing Genres Review Chapter 15 Writing Analytically/ Let’s Take a Closer Look Chapter 21 Starting your Research/ “Joining the Conversation” Chapter 22 Finding Sources Online and at the Library Chapter 25 Evaluating Sources Chapter 26 Annotating a Bibliography Chapter 27 Synthesizing Ideas Review Chapter 28 Quoting, Paraphrasing, Summarizing Review Chapter 33—Mixing Languages and Dialects Additional readings will be announced in Blackboard/ access through the UTEP Library Databases. **FYC e-Handbook:** Module 2: **Community Genre Analysis** Review PDF handout on Developing Research Question AI: Reading material: TBA: Available in Blackboard/ UTEP Library Databases | **M:** Check what is due this week. Read.  
**T:** Catch up time  
**W:** Reader Response Discussion #2  
**R:** Quiz 1 on EAA Readings  
**F:** Research Reflection Journal (RRJ)#2  
**S:** Catch up time  
**S:** Respond to classmates Reader Response #2 Draft due: Scaffolding: Brainstorming Topic Proposal Located under Discussions **Work in Progress:** Begin Storyboarding your Multimodal Community Product/Tool *(design it throughout the semester)* |
## Module 2 Community Genre Analysis

### Week Three

**January 29 - February 4**

**Week 3 Class Topics**
- What is an Annotated Bibliography?
- Develop Citation Analysis with Extended Critical Annotated Bibliography (CAB)
- What message do the selected sources for your CAB say about your topic/issue research?
- APA and MLA Styles (Continued)
- What are the ethics surrounding AI technologies?
- What are the implications of using AI technologies to complete an assignment?
- Is the use of AI technologies a form of plagiarism?

**Preliminary Textbook Reading Material**
- Read ahead: at your own pace
  - **EAA Reader:** Begin skimming/reading the following:
    - Review Chapter 7 Annotating, Summarizing, Responding
    - Review Chapter 11 The Need for Collaboration
    - Chapter 16 Reporting Information/"Just the Facts"
    - Chapter 17 Writing a Review/"Two Thumbs Up"
    - Chapter 21 Starting Your Research/Joining the Conversation
    - Chapter 22 Finding Sources/Online, at the Library, in the Field
    - Chapter 24 Keeping Track/Managing Information Overload
    - Review Chapter 33 Mixing Languages and Dialects
  - Additional readings will be announced in Blackboard/access through the UTEP Library Databases.
  - Read: Deborah Brandt. “Occupation: Author.”

**FYC e-Handbook:**
- Read Module 3: Local Field Work
- Read Module 4: Broader Community Study
- Additional: Online Readings/PDF Handouts: Additional Additional Websites:
  - Purdue OWL APA/MLA [https://owl.english.purdue.edu/owl/resource/560/01/](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=13h4sB9iYMk](https://www.youtube.com/watch?v=13h4sB9iYMk)

**Websites:**
  - [https://www.youtube.com/watch?v=PkcHstP6Ht0](https://www.youtube.com/watch?v=PkcHstP6Ht0)
  - Purdue OWL APA
  - [https://owl.english.purdue.edu/owl/resource/560/01/](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=13h4sB9iYMk](https://www.youtube.com/watch?v=13h4sB9iYMk)

- AI: Reading material: TBA: Available in Blackboard/UTEP Library Databases
<table>
<thead>
<tr>
<th>Week Four</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</th>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 5-February 11</td>
<td><strong>Begin: Module 3 Local Fieldwork</strong>&lt;br&gt;Peer-Review Process;&lt;br&gt;Complete CGA;&lt;br&gt;Creating Surveys&lt;br&gt;What do you want to find out about your topic/issue when surveying your audience?&lt;br&gt;(Continued)&lt;br&gt;What are the ethics surrounding AI technologies?&lt;br&gt;What are the implications of using AI technologies to complete an assignment?&lt;br&gt;Is the use of AI technologies a form of plagiarism?</td>
<td><strong>Module 3 Local Fieldwork</strong>&lt;br&gt;Read ahead: at your own pace&lt;br&gt;EAA Reader: Begin skimming/reading the following:&lt;br&gt;<strong>Module 3: Local Field Work</strong>&lt;br&gt;Review Chapter 2—Engaging Productively with Others&lt;br&gt;Review Chapter 9 Managing the Writing Process&lt;br&gt;Review Chapter 10 Reflecting on Your Writing&lt;br&gt;Chapter 14 Writing the Narrative /“Here’s What Happened”&lt;br&gt;Review Chapter 16 Reporting Information/“Just the Facts”&lt;br&gt;Review Chapter 21 Starting your Research/ “Joining the Conversation”&lt;br&gt;Chapter 22: Finding Sources/Online, at the Library, in the Field&lt;br&gt;Chapter 23 Conducting Research in the Field&lt;br&gt;Review Chapter 33—Mixing Languages and Dialects&lt;br&gt;Review Chapter 24—Keeping Track/Managing Information Overload&lt;br&gt;Additional readings will be announced in Blackboard/access through the UTEP Library Databases.&lt;br&gt;Review Deborah Brandt. “Occupation: Author”&lt;br&gt;Review Ellen Cushman. “The Rhetorician as an Agent of Social Change.”&lt;br&gt;<strong>FYC Handbook: Module 3 Local Fieldwork</strong>&lt;br&gt;<strong>FYC e-Handbook: RWS 1302 Section</strong>&lt;br&gt;Read Module 3 (pay close attention to the student samples: I will provide additional guidelines for this module).&lt;br&gt;Read Module 4&lt;br&gt;Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module.&lt;br&gt;<strong>UTEP Question Pro</strong>&lt;br&gt;<a href="https://www.utep.edu/technologysupport/servicecatalog/softwarerages/soft_questionpro.html">https://www.utep.edu/technologysupport/servicecatalog/softwarerages/soft_questionpro.html</a>&lt;br&gt;Make sure to watch tutorials&lt;br&gt;Review PDF handout on CAB&lt;br&gt;Additional Website links in Blackboard&lt;br&gt;AI: Reading material: TBA: Available in Blackboard/UTEP Library Databases</td>
<td><strong>M:</strong> Check what is due this week. Read. Catch up time&lt;br&gt;<strong>T:</strong> Complete response to classmates’ Peer-Review CGA drafts—Writer revise as needed&lt;br&gt;<strong>W:</strong> Reader Response Discussion #4 (available for online conferences to discuss assignment)&lt;br&gt;<strong>R:</strong> Quiz 3 on EAA Readings&lt;br&gt;<strong>F:</strong> Catch up time (available for online conferences to discuss assignment)&lt;br&gt;<strong>S:</strong> Catch up time&lt;br&gt;<strong>S:</strong> Module 2: Community Genre Analysis Final</td>
</tr>
<tr>
<td>16 – Week Course</td>
<td>Discussion Class Topics</td>
<td>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</td>
<td>Assignments DUE</td>
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| **Week Five**    | Begin: Module 4 Broader Community Study | Read ahead: at your own pace  
**EAA Reader:** Begin skimming/reading the following:  
**Module 4: Broader Community Study**  
Chapter 6 Reading Rhetorically  
Chapter 7 Annotating, Summarizing, Responding  
Chapter 8 Distinguishing Facts from Misinformation  
Chapter 9 Managing the Writing Process  
Review Chapter 10 Reflecting on Your Writing  
Review Chapter 13 Arguing a Position  
Chapter 15 Writing Analytically/“Let’s Take a Closer Look”  
Chapter 16 Reporting Information/“Just the Facts”  
Review Chapter 17 Writing a Review/“Two Thumbs Up”  
Chapter 21 Starting your Research/“Joining the Conversation”  
Chapter 22 Finding Sources Online and at the Library  
Chapter 25 Evaluating Sources  
Chapter 26 Annotating a Bibliography  
Chapter 27 Synthesizing Ideas  
Chapter 28 Quoting, Paraphrasing, Summarizing  
Chapter 29 Giving Credit, Avoiding Plagiarism  
Chapter 30 MLA Style  
Chapter 31 APA Style  
Chapter 32 What’s Your Style?  
Review Chapter 34—How to Craft Good Sentences  
Review Chapter 35—Polishing and Editing Your Writing  
Additional readings will be announced in Blackboard/access through the UTEP Library Databases.  
Review Andrea Lunsford “Writing & Research in the Age of Misinformation.”  
**FYC Handbook:** FYC Handbook: Module 3 Local Fieldwork  
**FYC e-Handbook:** RWS 1302 Section  
Read Module 3 (pay close attention to the student samples: I will provide additional guidelines for this module).  
Read Module 4  
Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module.  
Additional readings will be announced in Blackboard/access through the UTEP Library Databases.  
AI: Reading material: TBA: Available in Blackboard/UTEP Library Databases |  
|  | What positions will you argue when examining your topic/issue for the boarder community study?  
|  | Which arguments will be the most important to advocate for your issue/topic?  
|  | CAB  
|  | Review APA  
|  | In-text Citation; and Reference;  
|  | Section 3: Under what contexts/situations is it acceptable to use AI-generated texts?  
|  | What is the appropriate and inappropriate use of AI-powered programs in RWS 1302?  
|  | What are the limits of using AI?  
|  | M: Check what is due this week. Read. Catch up time  
|  | T: Post: Survey Questions to discussion link  
|  | W: Catch up time  
|  | No RRD—work on draft for PR2  
|  | R: Upload Draft for Peer-Review #2: (CAB1), with sentence outline: For consulting local and primary sources  
|  | AI Survey Two: During Week 5 (To reflect on the basic uses of AI)  
|  | F: Research Reflection Journal (RRJ)#3  
|  | S: Catch up time  
|  | S: Complete response to classmates’ Peer-Review drafts. Write: Writer revise as needed  
|  | AI Journal (AIJ)#3  

|  | February 12–February 18  
|  | Read Module 3 (pay close attention to the student samples: I will provide additional guidelines for this module).  
|  | Read Module 4  
|  | Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module.  
|  | Additional readings will be announced in Blackboard/access through the UTEP Library Databases.  
<p>|  | AI: Reading material: TBA: Available in Blackboard/UTEP Library Databases |</p>
<table>
<thead>
<tr>
<th>16 – Week Course</th>
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<tr>
<td><strong>Week Six</strong></td>
<td></td>
<td><strong>Module 4 Broader Community Study</strong></td>
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<tr>
<td>February 19-</td>
<td>Revise CAB</td>
<td>Read ahead: at your own pace</td>
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<td>February 25</td>
<td>Review</td>
<td><strong>EAA Reader: Begin skimming/ reading the following:</strong></td>
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<td>Repones from</td>
<td>Review Chapter 17 Writing a Review/ “Two Thumbs Up”</td>
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<td>Survey;</td>
<td>Chapter 19 Analyzing and Constructing Arguments</td>
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<td>Review Chapter 20 Strategies for Supporting an Argument</td>
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<td>Review Chapter 21 Starting your Research/Joining the Conversation</td>
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<td>Review Chapter 22 Finding Sources/Online, at the Library, in the Field</td>
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<td>Review Chapter 25 Evaluating Sources;</td>
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<td>Develop Broader</td>
<td>Review Chapter 26 Annotating a Bibliography</td>
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<td>Community Study</td>
<td>Review Chapter 27 Synthesizing Ideas</td>
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<td>(Continued)</td>
<td>Review Chapter 34—Mixing Languages and Dialects</td>
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<td>Under what contexts/situations is it acceptable to use AI-generated texts?</td>
<td>Chapter 36—Designing What You Write</td>
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<td>Chapter 37 Composing and Remixing Across Media</td>
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<td>Chapter 36—Making Presentations</td>
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<td>Chapter 38 Making Presentations</td>
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<td>Chapter 39 Writing for a Public Audience</td>
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<td>What is the</td>
<td>Additional readings will be announced in Blackboard/ access through the UTEP Library Databases.</td>
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<td>appropriate and</td>
<td><strong>FYC e-Handbook: RWS 1302 Section</strong></td>
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<td>inappropriate use of</td>
<td>Read Module 4 (pay close attention to the student samples: I will provide additional guidelines for this module).</td>
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<td>AI-powered programs</td>
<td>Read Module 5</td>
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<td>in RWS 1302?</td>
<td>Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module.</td>
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<td>Additional Website links in Blackboard</td>
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<td>What are the limits of</td>
<td><strong>Additional:</strong> Online Readings /PDF Handouts: Additional Guidelines and Student Sample for the Assignment Three: Critical Annotated Bibliography</td>
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<td>using AI?</td>
<td>Website: Purdue OWL APA</td>
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<td>Additional Website links in Blackboard</td>
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<td>AI: Reading material: TBA: Available in Blackboard/ UTEP Library Databases</td>
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<td><strong>Additional:</strong> Technological and Social Contexts of the Current Environment</td>
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<td>Additional: Online Readings /PDF Handouts</td>
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**Assignments DUE**

- **M:** Check what is due this week. Read. Catch up time
- **T:** Complete response to all classmates Survey Questions to discussion link
- **W:** Reader Response Discussion #5
- **R:** Quiz 4 on EAA Readings
- **F:** Research Reflection Journal (RRJ)#4
- **S:** Catch up time
- **S:** Respond to classmates Reader Response #5
<table>
<thead>
<tr>
<th>16 – Week Course</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material</th>
<th>Assignments DUE</th>
</tr>
</thead>
</table>
| **Week Seven**   | Incorporation of survey questions and image selection for Local Fieldwork | **EAA Reader:** Begin skimming/ reading the following:  
Review Chapter 2 – Engaging Productively with Others  
Review Chapter 3—Rhetorical Situations  
Review Chapter 11—The Need for Collaboration  
Review Chapter 16—Reporting Information  
Review Chapter 33—Mixing Languages and Dialects  
Review Chapter 36—Designing What You Write  
Review Chapter 37 Composing and Remaking Across Media  
Review Chapter 36—Making Presentations  
Review Chapter 38 Making Presentations  
Chapter 39 Writing for a Public Audience  
Review the past chapters to help with this week’s discussions and assignments. | **M:** Check what is due this week. Read. Catch up time |
| **February 26- March 3** | What observation(s) will you select to represent your local fieldwork discussion?  
What image(s) will you select to show your local fieldwork?  
Ask yourself: Why select these particular items for your local fieldwork—what the purpose?  
Are you writing for a public audience? | **T:** Catch up time |
|                  | (Continued)  
Under what contexts/situations is it acceptable to use AI-generated texts?  
What is the appropriate and inappropriate use of AI-powered programs in RWS 1302?  
What are the limits of using AI? | **W:**  
Reader Response Discussion #6 (available for online conferences to discuss assignment) |
|                  | **FYC e-Handbook:** RWS 1302 Section  
Read Module 4 Section (pay close attention to the student samples: I will provide additional guidelines for this module).  
Read Module 5 Section  
Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module.  
Additional readings will be announced in Blackboard/ access through the UTEP Library Databases. | **R:** Quiz 5 on EAA Readings |
|                  | **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 | **F:** Catch up time (available for online conferences to discuss assignment) |
|                  | AI: Reading material: TBA: Available in Blackboard/ UTEP Library Databases | **S:** Catch up time |
|                  | **S:**  
Combined Module 1 Community Engagement Proposal & Module 3 Local Fieldwork |
<table>
<thead>
<tr>
<th>Week</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</th>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Eight</td>
<td>Peer Review: Editing and Revising; check APA /MLA</td>
<td>Read ahead: at your own pace EAA Reader: TBA Review any of the past chapters to help with this week’s discussions and assignments Module 5: Multimodal Community Product/Tool Chapter 11 The Need for Collaboration/ “Here Comes Everybody” Chapter 16 Reporting Information/ “Just the Facts” Chapter 33 Mixing Languages and Dialects Chapter 36 Designing What You Write Chapter 37 Composing and Remixing Across Media Chapter 38 Making Presentations Chapter 39 Writing for a Public Audience</td>
<td>M: Check what is due this week. Read. Catch up time—use this week to work and complete Module 4</td>
</tr>
<tr>
<td>March 4-10</td>
<td>What aspects of the boarder community study would you like to explore for your multimodal community product/tool?</td>
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<tr>
<td>Spring Break</td>
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<tr>
<td>March 11-15</td>
<td>(prep for class)</td>
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<tr>
<td>March 16-17</td>
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<tr>
<td>Week Nine</td>
<td>Peer Review: Editing and Revising; check APA /MLA</td>
<td>FYC e-Handbook: RWS 1302 Section Read Module #4 Section (pay close attention to the student samples: I will provide additional guidelines for this module). Read Module #5 Section Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module. Additional readings will be announced in Blackboard/ access through the UTEP Library Databases.</td>
<td>T: Catch up time</td>
</tr>
<tr>
<td>March 21-25</td>
<td></td>
<td>Additional: Online Readings /PDF Handouts: Additional Guidelines and Student Sample for the Assignment Three: Critical Annotated Bibliography Website: Purdue OWL APA / MLA Additional Website links in Blackboard AI: Reading material: TBA: Available in Blackboard/ UTEP Library Databases</td>
<td></td>
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<tr>
<td>Week Ten</td>
<td>Peer Review: Editing and Revising; check APA /MLA</td>
<td></td>
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<tr>
<td>March 26-30</td>
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<tr>
<td>Spring Break</td>
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<tr>
<td>March 31-April 4</td>
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<tr>
<td>Week Eleven</td>
<td>Peer Review: Editing and Revising; check APA /MLA</td>
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<tr>
<td>April 5-9</td>
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<tr>
<td>Week Twelve</td>
<td>Peer Review: Editing and Revising; check APA /MLA</td>
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<tr>
<td>April 10-14</td>
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<tr>
<td>Week Thirteen</td>
<td>Peer Review: Editing and Revising; check APA /MLA</td>
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<td>April 15-19</td>
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<tr>
<td>Week Fourteen</td>
<td>Peer Review: Editing and Revising; check APA /MLA</td>
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<tr>
<td>April 20-24</td>
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Additional: Online Readings /PDF Handouts: Additional Guidelines and Student Sample for the Assignment Three: Critical Annotated Bibliography Website: Purdue OWL APA / MLA Additional Website links in Blackboard AI: Reading material: TBA: Available in Blackboard/ UTEP Library Databases
<table>
<thead>
<tr>
<th>Week Course</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Week Nine</td>
<td>Begin: Module 5 Multimodal Community Product/Tool Visual Rhetoric Outline-Storyboard for Multimodal Community Product/Tool What components will you need to include when designing, composing, and remixing across media? (refer to chapters 36-37) (Continued) What are the biases in AI end products? How do we check for these biases? What are the dangers of using AI products and relying on them for accuracy? How much misinformation or inaccuracies may AI generate instead?</td>
<td>Read ahead: at your own pace EAA Reader: Begin skimming/reading the following: Module 5 Review Chapter 11 The Need for Collaboration/“Here Comes Everybody” Review Chapter 16 Reporting Information/“Just the Facts” Review Chapter 33 Mixing Languages and Dialects Review Chapter 36 Designing What You Write Review Chapter 37 Composing and Remixing Across Media Review Chapter 38 Making Presentations Review Chapter 39 Writing for a Public Audience Review any of the past chapters to help with this week’s discussions and assignments Additional readings will be announced in Blackboard/access through the UTEP Library Databases. Module 5 Multimodal Community Product/Tool FYC e-Handbook: RWS 1302 Section Read Module 5 Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module. Additional Website links in Blackboard Additional: Online Readings/PDF Handouts: Additional Additional: Online Readings/PDF Handouts: Infograph(ic) Flyer examples AI: Reading material: TBA: Available in Blackboard/UTEP Library Databases</td>
<td>M: Check what is due this week. Read. Catch up time T: Upload Draft for Peer-Review #3: Broader Community Study Draft for Peer-Review with CAB 2: For consulting secondary and tertiary sources. W: Catch up time No Reader Response R: Quiz 7 on EAA Readings F: AI Journal (AIJ)#5 S: Catch up time S: Located under assignments: Scaffoldings: Multimodal Community Product/Tool Outline Activities Storyboard layout for the MCPT (Decide what you want to include)</td>
</tr>
<tr>
<td>16 – Week Course</td>
<td>Discussion Class Topics</td>
<td>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</td>
<td>Assignments DUE</td>
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</tbody>
</table>
| **Week Ten**    | Infographics, and Design; Presentation | Read ahead: at your own pace  
**EAA Reader: Begin skimming/ reading the following:**  
Review Chapter 11 The Need for Collaboration/ “Here Comes Everybody”  
Review Chapter 16 Reporting Information/ “Just the Facts”  
Review Chapter 33 Mixing Languages and Dialects  
Review Chapter 36 Designing What You Write  
Review Chapter 37 Composing and Remixing Across Media  
Review Chapter 38 Making Presentations  
Review Chapter 39 Writing for a Public Audience  
Additional chapters will be announced in Blackboard  
Review any of the past chapters to help with this week’s discussions and assignments  
Additional readings will be announced in Blackboard/ access through the UTEP Library Databases.  
**Module 5 Multimodal Community Product/Tool**  
FYC e-Handbook: RWS 1302 Section  
Read **Module 5**  
Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module.  
Additional Website links 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  
AI: Reading material: TBA: Available in Blackboard/ UTEP Library Databases | **M:** Check what is due this week. Read. Catch up time --use this week to revise and complete Module 4  
**T:** Complete response to classmates’ Peer-Review drafts—Writer revise as needed  
**W:** Catch up time  
No Reader  
Response  
(available for online conferences to discuss assignment)  
**R:** Quiz 8 on EAA Readings  
AI Survey Three: During Week 10  
(To reflect on the incorporation of AI)  
**F:** Catch up time  
(available for online conferences to discuss assignment)  
**S:** Catch up time  
**S:** Module 4 Broader Community Study |
<table>
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</table>
| Week Eleven | Multimodal Arguments    | Read ahead: at your own pace EAA Reader: Begin skimming/ reading the following:  
Review Chapter 11 The Need for Collaboration/ “Here Comes Everybody”  
Review Chapter 16 Reporting Information/ “Just the Facts”  
Review Chapter 33 Mixing Languages and Dialects  
Review Chapter 36 Designing What You Write  
Review Chapter 37 Composing and Remaking Across Media  
Review Chapter 38 Making Presentations  
Review Chapter 39 Writing for a Public Audience  
Additional chapters will be announced in Blackboard  
Review any of the past chapters to help with this week’s discussions and assignments  
Additional readings will be announced in Blackboard/ access through the UTEP Library Databases.  
Module 5 Multimodal Community Product/Tool  
FYC e-Handbook: RWS 1302 Section  
Read Module 5  
Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module.  
Additional Website links 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  
On your own Storyboard 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.  
AI: Reading material: TBA: Available in Blackboard/ UTEP Library Databases | M: Check what is due this week. Read. Catch up time  
T: Catch up time  
W: Reader Response Discussion #8 (available for online conferences to discuss assignment)  
R: Quiz 9 on EAA Readings-this week  
F: Research Reflection Journal (RRJ)#5  
S: Catch up time  
S: Upload a draft for Peer-Review #4: Draft of Presentation of the MCPT (Infographic/ with reflection)  
Continue working on Multimodal Community Product/Tool  
Respond to classmates Reader Response #8 |
<table>
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</thead>
</table>
| Week Twelve      | Multimodal Arguments continued | Read ahead: at your own pace  
Read ahead: at your own pace  
**EAA Reader: Begin skimming/ reading the following:**  
Review Chapter 11 The Need for Collaboration/ “Here Comes Everybody”  
Review Chapter 16 Reporting Information/ “Just the Facts”  
Review Chapter 33 Mixing Languages and Dialects  
Review Chapter 36 Designing What You Write  
Review Chapter 37 Composing and Remixing Across Media  
Review Chapter 38 Making Presentations  
Review Chapter 39 Writing for a Public Audience  
Additional chapters will be announced in Blackboard  
Review any of the past chapters to help with this week’s discussions and assignments  
Additional readings will be announced in Blackboard/ access through the UTEP Library Databases.  
**Module 5 Multimodal Community Product/Tool**  
FYC e-Handbook: RWS 1302 Section  
Read Module 5  
Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module.  
Additional Website links 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  
AI: Reading material: TBA: Available in Blackboard/ UTEP Library Databases | M:  
Check what is due this week.  
Read. Catch up time-use this week to complete  
Multimodal Community Product/Tool  
T:  
Catch up time |
| April 8- April 14| (Continued) When creating a product, whether on a professional level, theses, dissertations, artwork, music, etc…, is the work considered original if AI is used to aid in the creation of the product?  
What must you know when using AI tools for a final product? Do you have ownership, considered original work, or not a valid/acceptable product?  
What are the legal repercussions for your AI-generated work in academia and the professional field?  
How do you see the study/practice of AI technologies connecting to what it means to be a global citizen?  
What future potential benefits and or negatives/ risks does the introduction of AI technologies have in your selected topic/issue? | W:  
Reader Response Discussion #9  
R:  
Quiz 10 on EAA Readings-this week  
F:  
Catch up time (available for online conferences to discuss assignment)  
S:  
Presentation: Infographic: / with Reflection Essay (Part I)  
Respond to classmates Reader Response #9 |
<table>
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</tr>
</thead>
</table>
| Week Thirteen    | Online Presentations Multimodal Community Product/Tool | Read ahead: at your own pace **EAA Reader: Begin skimming/ reading the following:**  
- Review Chapter 11 The Need for Collaboration/ “Here Comes Everybody”  
- Review Chapter 16 Reporting Information/ “Just the Facts”  
- Review Chapter 33 Mixing Languages and Dialects  
- Review Chapter 36 Designing What You Write  
- Review Chapter 37 Composing and Remixing Across Media  
- Review Chapter 38 Making Presentations  
- Review Chapter 39 Writing for a Public Audience  
Additional chapters will be announced in Blackboard  
Review any of the past chapters to help with this week’s discussions and assignments  
Additional readings will be announced in Blackboard/ access through the UTEP Library Databases.  
**Module 5 Multimodal Community Product/Tool**  
FYC e-Handbook: RWS 1302 Section  
Read Module 5  
Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module.  
Additional Website links in Blackboard  
Infographic software:  
Piktochart: [https://piktochart.com/](https://piktochart.com/)  
Canva: [https://www.canva.com/](https://www.canva.com/)  
Venngage: [https://venngage.com/](https://venngage.com/)  
Additional Website links in Blackboard  
Review the executive summary folder within Blackboard  
AI: Reading material: TBA: Available in Blackboard/ UTEP Library Databases | M: Check what is due this week. Read. Catch up time  
T: Catch up time  
W: Catch up time (available for online conferences to discuss assignment)  
R: No Quiz  
F: AI Journal (AIJ)#6 (available for online conferences to discuss assignment)  
S: Catch up time  
S: Module 5: Multimodal Community Product/Tool |
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</table>
| Week Fourteen   | Debriefing with Executive Summary                                                                 | Read ahead: at your own pace  
EAA Reader: TBA  
Additional chapters will be announced in Blackboard  
Review any of the past chapters to help with this week’s discussions and assignments  
Additional readings will be announced in Blackboard/ access through the UTEP Library Databases.  
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](http://libguides.usc.edu/writingguide/executivesummary)  
View: Debriefing: Executive Summary of Advocacy Issue Q & A Session (post questions)  
AI: Reading material: TBA: Available in Blackboard/ UTEP Library Databases | M: Check what is due this week. Read. Catch up time  
T: Module 5: Multimodal Community Product/Tool  
Part III: (Final Product/Tool) Assignment #5  
Part II: Executive Summary Post to Discussion Board  
W: Reader Response Discussion #10  
R: No Quiz  
F: AI Journal (AIJ)#7  
S: Catch up time  
S: Module 5: Multimodal Community Product/Tool  
Part II: Ask a question to all classmates who posted an Executive Summary Debriefing  
Respond to classmates Reader Response #10 |

April 22- April 28

(Continued) When creating a product, whether on a professional level, theses, dissertations, artwork, music, etc…, is the work considered original if AI is used to aid in the creation of the product?  
What must you know when using AI tools for a final product? Do you have ownership, considered original work, or not a valid/ acceptable product?  
What are the legal repercussions for your AI-generated work in academia and the professional field?  
How do you see the study/practice of AI technologies connecting to what it means to be a global citizen?  
What future potential benefits and or negatives/ risks does the introduction of AI technologies have in your selected topic/issue?
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</thead>
<tbody>
<tr>
<td>Week Fifteen</td>
<td>Debriefing with Executive Summary (Continued) When creating a product, whether on a professional level, theses, dissertations, artwork, music, etc…, is the work considered original if AI is used to aid in the creation of the product? What must you know when using AI tools for a final product? Do you have ownership, considered original work, or not a valid/acceptable product? What are the legal repercussions for your AI-generated work in academia and the professional field? How do you see the study/practice of AI technologies connecting to what it means to be a global citizen? What future potential benefits and or negatives/risks does the introduction of AI technologies have in your selected topic/issue?</td>
<td>Read ahead: at your own pace EAA Reader: Begin skimming/reading the following: Review Chapter 38 Making Presentations Review Chapter 39 Writing for a Public Audience View: Debriefing: Executive Summary of Advocacy Issue Q &amp; A Session (respond to each Question) View: Post Project Reflection Discussion Thread Complete Online Course Evaluations sent to your UTEP email AI: Reading material: TBA: Available in Blackboard/UTEP Library Databases</td>
<td>M: Check what is due this week. Read. Catch up time T: Complete: Part II: Each author replies to each question. Answer all questions from classmates from the Executive Summary Debriefing W: Catch up time R: AI Survey Four: During Week 15 (To reflect on the semester’s use of AI) Wrap course up F: Dead Day S: S: Check to make sure all work has been submitted.</td>
</tr>
<tr>
<td>Week Sixteen</td>
<td>Finals</td>
<td>View: Your Grade book</td>
<td>Finals week: Check all of your scores</td>
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<tr>
<td>Final Exams:</td>
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<td>May 6–May 10</td>
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