

Course: RWS 1302: Rhetoric & Composition 2: Seven Week Course
CRN Section: 26621
Course Dates: January 22, 2019-March 10, 2019
Time: Online Blackboard
Day: Daily
Location: Online: Blackboard Platform
Instructor: Esther Solis Al-Tabaa
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Online Office: (Available only online under Blackboard's Instructor's Office)
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Phone: (915) 747-6254
Online Office Hours: Monday- Sundays from 5:00 a.m. – 9:00 a.m. noon- 2: 00 p.m., Mountain Standard Time; and by online appointment- use the online Blackboard platform email function to communicate. Will respond within 24 hours

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 if available in some cases face-to-face, 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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Course Description

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

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

for informed advocacy engaged member of society, the course also provides a space for informed advocacy.

This course is taught as an online course with lectures, and discussions, and utilizing the management system Blackboard. I will provide students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in the online environment consistently as it is an integral part of the course. It is the student's responsibility to conduct library research, technology workshops, (such as how to create a documentary or be comfortable using Blackboard, UTEP's databases, and Microsoft Word), or other activities that you might need to be physically present for. Please make time for these training opportunities. If you are not on campus send me an email, so that I may provide you with additional resources. Keep in mind the technology component and requirements for this class; otherwise, you may miss out on important information.

Learning Outcomes:

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

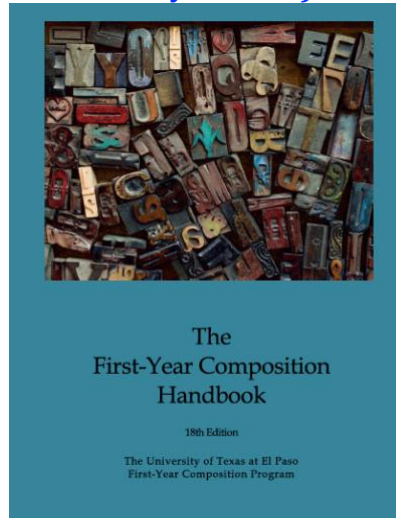
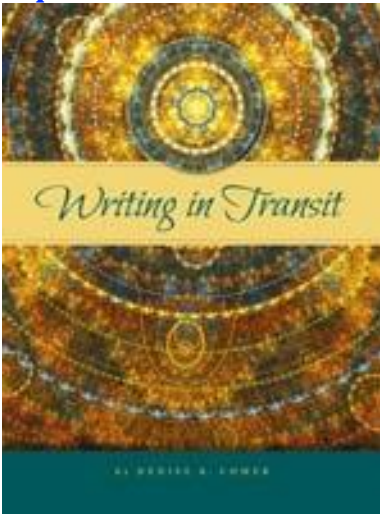
- Understand a theory of discourse communities;
- Engage as a community of writers who dialogue across texts, argue, and build on each other's work;
- Draw on existing knowledge bases to create "new" or "transformed" knowledge;
- Develop a knowledge of genres as they are defined and within discourse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

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

- Think, read, and write critically;
 - Formulate research questions and perform primary and secondary research to answer those questions;
 - Become familiar with the contents of the UTEP Library, in a variety of forms and areas of professional study (e.g. the arts, humanities, sciences, nursing, social sciences, business, engineering, and education);
 - Analyze and synthesize material from outside sources;
 - Develop a sensitivity to the significance of data and how it can be rhetorically applied to various genres;
 - Apply research to various genres;
 - Master documentation within a discipline (APA);
 - Learn writing strategies for integrating source material into [student's] own prose (quoted, paraphrased, and summarized material); and,
 - Write analytical and argumentative papers appropriate to genres and larger discourse communities.
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This course is also designed to promote [students'] overall success, inside and outside the classroom. [The RWS 1302] coursework will help [students] to improve in key areas such as Communication, Confidence, Critical Thinking, Leadership, Problem Solving, Social Responsibility and Teamwork. To find out more about the university's plan to improve student engagement and learning, visit the [UTEP Edge](#).

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



Comer, D. K. (2015). *Writing in Transit*. Southlake, TX: Fountainhead Press.
ISBN:978-1-59871-803-4

Fourzan, J. Ed. (2018). *The First-Year Composition Handbook*. (An e-book available through the bookstore or through the publisher Follet/VitalSource. –also, available in your Blackboard dashboard located on the bottom left of your screen).
ISBN: 978-0-692-75953-0

Additional readings will be posted on Blackboard or instructions will be provided for accessing them.

Suggested: *The American Psychological Association (APA) Style Manual* current edition.

APA Style Central Website: <http://www.apastyle.org/>

Download on-line Class Readings

Websites and videos links are available in Blackboard course

Make sure to download Adobe Acrobat Reader. It's free. <https://get.adobe.com/reader/>

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

**All Assignments reflect the following: Think of the coursework as an Internship:
Course Focus: Become a Global Citizen in the 21st Century—**

Review the following websites to select your topic to persuade your audience:

Global Citizen (Homepage): Many topics to choose from at the bottom of the page

<https://www.globalcitizen.org/en/>

Impact of Global Citizens

<https://www.globalcitizen.org/en/impact/>

Global Citizen Festival

<https://www.globalcitizen.org/en/>

TED Talk: Why are our dreams limited by where we're born? By Brandon Blackburn-Dwyer

<https://www.globalcitizen.org/en/content/hugh-evans-ted-talk-global-citizen/>

Links:

Girls and Women

<https://www.globalcitizen.org/en/issue/women-girls/>

Health

<https://www.globalcitizen.org/en/issue/health/>

Education

<https://www.globalcitizen.org/en/issue/education/>

Finance and Innovation

<https://www.globalcitizen.org/en/issue/finance-innovation/>

Food and Hunger

<https://www.globalcitizen.org/en/issue/food-hunger/>

Water and Sanitation

<https://www.globalcitizen.org/en/issue/water-sanitation/>

Environment

<https://www.globalcitizen.org/en/issue/environment/>

Citizenship

<https://www.globalcitizen.org/en/issue/citizenship/>

The Global Poverty Project

<http://www.globalpovertyproject.com/>

Global Citizen: Extreme Poverty The Global Poverty Project

<http://www.globalpovertyproject.com/advocacy/>

Food and Hunger

<https://www.globalcitizen.org/en/issue/food-hunger/>

Build a Sustainable Community

http://www.theglobalcitizensinitiative.org/?gclid=CjwKCAjwT8rMBRBOEiwA2F2biHEbX_JbsbDjWzw

[0Fif5-0_PG7ryeoT1xSISTvaO_ekH5NlfBb02HBoCwd8QAvD_BwE](http://www.theglobalcitizensinitiative.org/?gclid=CjwKCAjwT8rMBRBOEiwA2F2biHEbX_JbsbDjWzw0Fif5-0_PG7ryeoT1xSISTvaO_ekH5NlfBb02HBoCwd8QAvD_BwE)

You will select a 21st issue in which you advocate, argue, and provide solutions to the issue you have selected from “Become a Global Citizen” websites.

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

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

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

Overview Semester Calendar 7 -Week Course		
Due Dates	Assignments	Points
Weekly Discussions		
Weekly throughout the semester located under discussions *see Blackboard discussions for exact days to post and respond to classmates	Online Weekly Reader Response & Discussions (5) each 25 points	125
Break down of discussions: Initial Post due on Tuesday- Reply to Two Students by Friday		
Week 1: (Tuesday & Friday)	Discussion #1	
Week 2: (Tuesday & Friday)	Discussion #2	
Week 3: (Tuesday & Friday)	Discussion #3	
Week 4: (Tuesday & Friday)	Discussion #4	
Week 5: (Tuesday & Friday)	Discussion #5	
Online Collaboration		
Throughout the semester before major assignment due date located under discussions *see Blackboard peer-reviews sessions for exact days to post and respond to classmates;	Online Collaborative Peer-Review Sessions (2); and Develop Survey Questions created in Survey Monkey #1 Draft of Genre Analysis Assignment=20 pts.; #2 Draft of Literature Review Report =20 pts.; Survey Questions = 20 pts.	60
Break down of Peer-Review Sessions and Primary Research: Survey Upload Draft for Peer-Review on Monday, Respond to Two Classmates by Thursday, Revise and submit final on Sunday Primary Research Survey upload link from Survey Monkey on Monday and take ALL classmates Surveys by Thursday—then include results of survey in the Literature Review Research Report		
Week 3: (Monday and Thursday)	#1 Draft of Genre Analysis Assignment	
Week 4: (Monday and Thursday)	Primary Research: Survey Questions created in Survey Monkey	
Week 5: (Monday and Thursday)	#2 Draft of Literature Review Report	
Scaffolding for Assignments		
End of Week 1: (Sunday)	Scaffolding: Brainstorming of Research Topic	5
End of Week 2: (Sunday)	Scaffolding: Topic Proposal Memo for Semester (Memo format) 20 pts., with a Critical Annotated Bibliography to include four research questions 80 pts.	100
End of Week 4: (Sunday)	Scaffolding: Advanced Visual Argument Outline Activities Storyboard layout for the Documentary Film (Decide what you want to include)	10

Major Assignments		
Begin the first week of class: Develop throughout the semester to create the Advocacy Website	Assignment One: Part I: Option B: <u>Advocacy Website w/ Online Opinion Piece</u>	100
End of Week 3: (Sunday)	Assignment Two: Genre Analysis (Final Revised Version)	100
End of Week 5: (Sunday)	Assignment Three: Literature Review / Primary Research Report (Final Revised Version) (Make sure to include Survey Monkey results and at least one image)	200
End of Week 6: (Sunday)	Assignment Four: Part II: Advanced Visual Argument: Option A: <u>Documentary Film</u>	200
End of Week 7: (Sunday)	Assignment Five: Online Class Presentation: Developing an Infographic Flyer with Reflection on Advocacy Issue 50 pts.; and Discussion Debriefing: Executive Summary of Advocacy Issue Q & A Session 50 pts.	100
End of Week 7: (Sunday)	*** Finalize Assignment #1: The Advocacy Website with Opinion Piece	
Total		1000

Course Assignments

Total possible points 1000

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

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

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

Course Focus: Become a Global Citizen in the 21st Century

Topic Proposal for Semester: Scaffolding (FYC e-book p.183-184 and handout in Blackboard)

Scaffolding: Brainstorming of Research Topic. **5 pts. Go to discussion thread**

Scaffolding: Research Topic Proposal Memo for Semester (Memo format) 20 pts., with a Critical Annotated Bibliography to include four research questions 80 pts.

This is the Research Proposal with Questions/with Extended Critical Annotated Bibliography. Students will write a proposal Memo format to identify the subject /issue/ topic they will be working with for the semester. This will be submitted to, approved, and graded by the instructor. Detailed guidelines will be provided in Blackboard.

Students will submit FOUR research questions for approval and complete the citation analysis with a Critical Annotated Bibliography as an activity assignment to begin work on the Literature Review/ Primary Research Report. Use APA style. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **100 points. Go to Assignments for submission.**



Assignment #1: Option B: Advocacy Website w/ Online Opinion Piece (FYC e-book p.195)

To be completed throughout the semester

Assignment #1: The Advocacy Website. This assignment advocates your position on a topic by providing an online forum to do so. This project helps you understand how your connection to the community begins in the classroom. Remember, that the goal is advocacy of your subject/topic of your literature review. The Advocacy Website will allow you to design a webpage to persuade a public audience on your topic. Using the template provided on Wix, Weebly or other web authoring software, create a website that represents how you understand and appreciate the topic or subject you have chosen. Students will create, design, and maintain an academic profile in the form of a reflection discussion that includes their semester's work for the topic. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **(100 points) Go to Assignments for submission. Include link of website.**



Assignment #2: Genre Analysis (FYC e-book p. 211)

Assignment Two: Genre Analysis: Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **100 pts.**

There is a peer-review session for this assignment. (20 points) Go to discussion thread for peer-review session. Final submission for scoring: Go to Assignments



**Assignment #3 Literature Review/Research Report Components:
(FYC e-book p.224, 235, and Blackboard handout information)**

Assignment Three: Literature Review / Primary Research Report. Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Develop Ten Survey Questions based off the Four Research Questions (20 points). Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. Make sure to include survey results, include at least one image, use APA in-text citation and include a reference page. **200 points.**

There is a peer-review session for this assignment. (20 points) Go to discussion thread for peer-review session.

Final submission for scoring: Go to Assignments



**Assignment #4 Advanced Visual Argument Components:
Include Assignment #4 -Transfer to Advocacy Website
(FYC e-book p.251, 253)**

There are two parts

Scaffolding: For Assignment Four: Part I: Advanced Visual Argument Outline

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



Assignment Four: Part II: Advanced Visual Argument: Option A: Documentary Film

Assignment: Each student will create a documentary film. The documentary should be based on the topic you have chosen for the semester. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **200 points.**

Go to Assignments for submission. Make sure I can open video file. Save as a YouTube video.



**Assignment #5 Presentation Advanced Visual Argument: There are two parts:
Include all of Assignment #5 –Transfer to Advocacy Website
(FYC e-book p.267 and handout in Blackboard)**

There are two parts

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



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



Participation in the Online Class Environment: Because this is an online class, participation in-class and online is mandatory. The activities included in this category ensure that students learn the material and help them to compose effective projects. This score will include entries, attendance, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. **185 points.**

Weekly Discussions (5 X 25 points) = 125 points

Online Collaboration= 60 points

Breakdown:

Peer-Review Sessions = (2X 20 points) = 40 points; Genre Analysis and Literature Review Report

Primary Research Survey: Create Survey Questions with Survey Monkey= 20 points



Grade Distribution

(Students can earn a total of 1000 points for the course).

1000-900 = A; 899-800= B; 799-700= C; 699-600= D; 599 and below= F

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

Administrative Components of the Course: University and Instructor Policies

Course Delivery: This course is taught as hybrid course utilizing the Blackboard management system. It is vital for you to regularly check your Blackboard on a daily basis. Students should allocate sufficient time for the class projects and work. The general rule for all classes is that students spend two hours working outside of class for each class credit. Because this is a 3-hour class, expect to spend 6 – 7.5 hours doing researching and writing each week. **Since the class meets once a week and the rest is online, include additional time for the online environment.**

Participation/Attendance: Because this is an online course, attendance is determined by the online environment. Students must be prepared, participate in online discussions consistently to understand and incorporate the rhetorical strategies and processes used to complete the projects.

Technology and RWS 1302: This course makes heavy use of technology and multimedia. It is strongly recommended that students have access to the Internet from home and are comfortable using a computer. If home access is not possible, arrangements can be made to use a computer regularly on campus in order to complete the work. Student computer labs such as Library are often available until midnight, but schedules do vary. Also, check Library 300 for assistance with technology issues.
<https://www.utep.edu/technologysupport/>

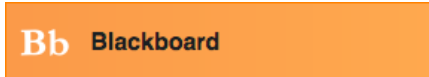
A great deal of work will be done online, and not having access to a computer will not be an excuse for incomplete or late assignments. Technology problems are also not an excuse for work that is late or missing. Students need to get into the habit of completing assignments for this course well before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

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

Course Delivery of Course:

All the course content will be delivered via Blackboard. To access Blackboard from UTEP homepage, students can access Blackboard by the steps outlined below:

- Go to <http://my.utep.edu>
- Login is e-mail ID. Password is e-mail password.
- Click on the link to Blackboard



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

Submitting Work: All work will be submitted through our Blackboard course shell. Since Blackboard comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA format unless directed otherwise. Microsoft Word is available to students at all campus computers and through the Office 365 Cloud.

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

Late Work: It is important to submit work before deadlines for full credit and feedback. All assignments are due on the due dates posted. Assignments uploaded late will be penalized a letter grade for each class day that the work is late. If for some reason, you cannot turn in your assignment because of scheduling problem, e.g., going out of town, no Internet access, you may turn the assignment in early.

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.

Project Format: Use APA style: All projects must be word-processed and saved as a (.doc. or docx.) file. They should be in 12 pt. font-- have one-inch margins, and be double-spaced. Use a font style that is easily readable like Times New Roman, Arial, or Georgia. (Do not use Courier style)

Classroom Etiquette and Online “Netiquette”

- Electronic devices can be very helpful in the classroom whether a smartphone, tablet, or computer. However, if their use does not contribute to the conversation or tasks in the classroom then I have the right to ask you to put it away or turn it off, even if it is a personal device.
- 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, and to surface through our social media activity. You are expected to demonstrate the utmost respect and courtesy for your peers with differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be tolerated.
- As a general rule, always consider audience, in class and online. Remember that members of the class and the instructor will be reading any postings. When reacting to someone else’s message (verbal or written), address the ideas, not the person.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a f2f situation.
- Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).
- As a courtesy to the class when in a face-to-face environment, turn off or place on silent mode all cell phones. Do not take pictures/photos/video footage of classmates or instructor. Treat others, as you would like to be treated.
- 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 my classroom if this occurs. I also reserve the right to drop you from the course if you are preventing others from learning because of your face to face and online classroom disruptions.

Attendance: According to The University of Texas at El Paso’s catalog: **“The student is expected to attend all classes and laboratory sessions and attendance is mandatory for all freshman-level courses (1XXX).** It is the responsibility of the student to inform

each instructor of extended absences. (For further information regarding excused absences refer to UTEP's Catalog Curriculum and Classroom Policies. Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help you learn to improve your writing, often through the discussion of a sample student project (sometimes yours, sometimes one written by a classmate).

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

Please also be aware of the six-course drop limit. According to the Texas Education Code, "all first-year students enrolled for the first time at any Texas public college or university are limited to six drops during their academic career. This includes student and faculty initiated drops and courses dropped at other Texas public institutions. This policy does not apply to courses dropped prior to census day or to complete withdrawals." So, be sure to start your college experience on the right track by attending class regularly.

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. Visit the Office of Dean of Students Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs.

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

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

ADA: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or cass@utep.edu. The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to visit the Center for Accommodations and Support Services (CASS) in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Counseling Center, Military Student Success Center and Academic Advising Center.

University Writing Center: UTEP's University Writing Center (UWC) offers free writing tutoring assistance for all UTEP students. The tutors are undergraduate and graduate students who can help with all parts of a writing assignment, including prewriting, organizing, revising, and editing. They can also help to understand any writing assignment and help work on comprehending difficult textbook material. Note: To facilitate revision, I encourage you to visit the writing center at least 12 hours before the assignment is due.

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.

Important Dates for this Spring Semester (16 week)	
January 22	First day of class
January 22-25	Late Registration
February 6	Census Day
February 6	Freshmen mid-term grades due
March 10	Last day of classes for Session I: Seven week courses
March 18-22	Spring Break
March 29	Cesar Chavez Holiday-no classes
April 5	Drop Date, last day to drop a student with a W deadline
April 19	Spring Study day
May 9	Last day of classes and complete withdrawal from the University
May 10	Dead Day, day between last class day and start of finals, no class
May 13-17	Final Exams Check the UTEP finals week calendar for your course
May 22	Instructor Submits Final Grades
May 23	Grades are posted to student records in Goldmine

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

Term 701	Spring 2017	Seven Week Course
Event	Date	Notes
Start date	1/22/2019	Class is open to students in Blackboard
End date	3/10/2019	
Census date	1/28/2019	Students may drop a class before Census date without any penalty reflected in their transcript
Auto W	2/19/2019	Last day to withdraw with a "W"
Final exam	3/8/2019	Final exam must be completed/closed by this date
Date grading window will open	3/8/2019	
Final date to post grades	3/13/2019 By 11:00 A.M. MDT	Last day to post grades in Goldmine

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 Seven Week Course. It is very important not get behind in assignments. Every week there will be several lectures, discussions, and assignments to be completed. Below is an overview of each week. A more detailed calendar will be in Blackboard under each week in "Course Content."

Each week begins on Monday and ends on Sunday

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

All Assignments reflect the following: Think of the coursework as an Internship: Course Focus: Become a Global Citizen in the 21st Century—

Review the following websites to select your topic:

The Global Poverty Project

<http://www.globalpovertyproject.com/>

Global Citizen: Extreme Poverty The Global Poverty Project

<http://www.globalpovertyproject.com/advocacy/>

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

It can be local, national, or global. All assignments build upon each other and are components of the final assignments to communicate your advocacy for your topic as well as demonstrate and showcase your semester's work. Choose your topic/issue. All the mini-assignments should be part of the bigger project report. The small assignments provide the scaffolding layout for the components of the bigger projects. The weeks contain what is due that week; however, refer to the syllabus and calendar on what is ahead in the upcoming weeks.

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

Overview Semester Calendar 7 –Week Course		
Due Dates	Assignments	Points
Weekly Discussions		
Weekly throughout the semester located under discussions *see Blackboard discussions for exact days to post and respond to classmates	Online Weekly Reader Response & Discussions (5) each 25 points	125
Break down of discussions: Initial Post due on Tuesday- Reply to Two Students by Friday		
Week 1: (Tuesday & Friday)	Discussion #1	
Week 2: (Tuesday & Friday)	Discussion #2	
Week 3: (Tuesday & Friday)	Discussion #3	
Week 4: (Tuesday & Friday)	Discussion #4	
Week 5: (Tuesday & Friday)	Discussion #5	
Online Collaboration		
Throughout the semester before major assignment due date located under discussions *see Blackboard peer-reviews sessions for exact days to post and respond to classmates;	Online Collaborative Peer-Review Sessions (2); and Develop Survey Questions created in Survey Monkey #1 Draft of Genre Analysis Assignment=20 pts.; #2 Draft of Literature Review Report =20 pts.; Survey Questions = 20 pts.	60
Break down of Peer-Review Sessions and Primary Research: Survey Upload Draft for Peer-Review on Monday, Respond to Two Classmates by Thursday, Revise and submit final on Sunday Primary Research Survey upload link from Survey Monkey on Monday and take ALL classmates Surveys by Thursday—then include results of survey in the Literature Review Research Report		
Week 3: (Monday and Thursday)	#1 Draft of Genre Analysis Assignment	
Week 4: (Monday and Thursday)	Primary Research: Survey Questions created in Survey Monkey	
Week 5: (Monday and Thursday)	#2 Draft of Literature Review Report	
Scaffolding for Assignments		
End of Week 1: (Sunday)	Scaffolding: Brainstorming of Research Topic	5
End of Week 2: (Sunday)	Scaffolding: Topic Proposal Memo for Semester (Memo format) 20 pts., with a Critical Annotated Bibliography to include four research questions 80 pts.	100
End of Week 4: (Sunday)	Scaffolding: Advanced Visual Argument Outline Activities Storyboard layout for the Documentary Film (Decide what you want to include)	10

Major Assignments		
Begin the first week of class: Develop throughout the semester to create the Advocacy Website	Assignment One: Option B: <u>Advocacy Website w/ Online Opinion Piece</u>	100
End of Week 3: (Sunday)	Assignment Two: Genre Analysis (Final Revised Version)	100
End of Week 5: (Sunday)	Assignment Three: Literature Review / Primary Research Report (Final Revised Version) (Make sure to include Survey Monkey results and at least one image)	200
End of Week 6: (Sunday)	Assignment Four: Part II: Advanced Visual Argument: Option A: <u>Documentary Film</u>	200
End of Week 7: (Sunday)	Assignment Five: Online Class Presentation: Developing an Infographic Flyer with Reflection on Advocacy Issue 50 pts.; and Discussion Debriefing: Executive Summary of Advocacy Issue Q & A Session 50 pts.	100
End of Week 7: (Sunday)	*** Finalize Assignment #1: The Advocacy Website with Opinion Piece	
Total		1000

Breakdown and Readings: Semester Calendar 7 -Week Course

Weekly Schedule (Subject to change)
WIT Reader = Writing in Transit (Hardcopy textbook);
FYC Handbook= First-Year Composition Handbook
(e-book) --Additional: Online Readings and PDFs

Week One

January 22-January 27

Summary of Week:

Welcome to RWS 1302. This section of RWS 1302 is fast-based, and the required course assignments have been compressed into the Seven-week session. Please be aware there is no room to get behind in the assignments or in the course. Make sure to read all material and guidelines. The next two weeks you will be reading extensively in order to get up to speed with the concepts of Rhetoric and Writing Studies. Please review the Discussion boards and all modules in the weeks to know what to expect.

Here is a recap for the structure of this course:

You will select a 21st issue in which you advocate, argue, and provide solutions to the issue you have selected from “Become a Global Citizen” websites.

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

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

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

Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links

Discussion Class Topics

Class Introductions; Review Blackboard course; Select a topic; Reading course textbooks and learning concepts.

Topic Proposal for Semester: Scaffolding (FYC e-book p.183-184 and handout in Blackboard)

Scaffolding: Brainstorming of Research Topic. **5 pts. Go to discussion thread.**

This week begin the following: Read below the information

Assignment #1: Option B: Advocacy Website w/ Online Opinion Piece (FYC e-book p.195) To be completed throughout the semester

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

Buy Textbooks and beginning reading;

PowerPoint Presentation Lecture on WIT in Blackboard (Overview of Chapter Information)

WIT Reader: Chapter 1-Writing Transfer; Chapter 2 Research & Writing as a Process; & Chapter 12 Citing Sources; Chapter 3 Posing Meaningful Questions; & Chapter 4 Reading; Chapter 5 Summary; Chapter 6 Synthesis; & Chapter 7 Analysis

FYC Handbook: Review Chapter 1: An Introduction to Undergraduate Writing; Chapter 2: Revision, Style, and Grammar; Chapter 3: Research, Library, and Technology; Chapter 5: RWV 1302 Rhetoric and Writing Studies II; section topic selection; Review section on group work—Review Option B: Advocacy Website

Review Additional Material:

Review PDF handout on Proposal

Review PDF handout on Critical Annotated Bibliography (CAB)

Review PDF handout on Developing Research Questions

Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard:

<http://guides.library.harvard.edu/sixreadinghabits>

Review PDF handout on Developing a Website, and the FYC Handbook

Here are some platforms for creating websites. Use the free versions

Weebly: <https://www.weebly.com/>

WIX: <https://www.wix.com/>

WordPress: <https://wordpress.com/>

Helpful information about online opinion (Op-ed) opinion with images

Guidelines for writing and submitting Opinion (Op-ed) pieces to your local newspaper or online news outlet

<https://static1.squarespace.com/static/55a158b4e4b0796a90f7c371/t/571ec8f14d088eb71604a41/1461635326642/2.+Op-ed+guidelines+-+3.29.16.pdf>

New York Times: Opinion Section

<https://www.nytimes.com/section/opinion>

The Washington Post: Opinion Section

https://www.washingtonpost.com/opinions/?utm_term=.4227b9939e94

Helpful information to Infographics: Use the free versions

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

Helpful information about software (for movie-making): Use the free versions

6 Best Free Video Editing Software Programs for 2019: Lifewire

<https://www.lifewire.com/best-free-video-editing-software-programs-4128924>

Wondershare Filmora 9: The Best Video Editing Software for YouTubers

<https://filmora.wondershare.com/youtube-video-editing/best-video-editing-software-for-youtube.html>

Things to think about:

- Brainstorm your topic this week and storyboard what you want to include in the research
- Begin Storyboarding your advocacy website (design it throughout the semester)
- How to create primary research using surveys: Review Survey Monkey
- Review how to create Websites (Wix, Weebly) for Advocacy Website
- Review how to create an Infographic
- Review how to create a Documentary

View: Introductions

View: Reader Response Discussion Thread #1

View: Topic Proposal Discussion

Assignments

Due: Introductions

Due: Coursework Permission Submission

Due: Topic Proposal: Located under Discussions—**Scaffolding:** Brainstorming of Research

Due: Reader Response Discussion #1

Begin the first week of class: Develop throughout the semester to create the Advocacy Website- **Assignment One: Option B: Advocacy Website w/ Online Opinion Piece**

Week Two

January 28- February 3

Summary of Week:

This week begin by reviewing the samples of the Genre Analysis. In order for this assignment to work well, you are to select from the following genres to develop your analysis.

The first genre, you will select a Typography (written) example (make sure there is only one author to the written form); the second genre, you will select an Iconography (visual) example to analyze. FYC Guide (RWS Handbook): Section on Genre Analysis. These are different genres that will make your analysis a stronger one. The following links provide both typography and iconography examples on the same subject matter but are presented differently.

Select your two genres on the topic/issue that is on your proposal topic, which you have decided to work on for the semester. (one from each genre --typography and iconography). Here are some examples of what type of genres you should be investigating:

Review the following videos on IMPACT your World: By Matt Damon; and then read an article from the *Huffington Post*.

Video: Matt Damon's Solution to the Water Crisis

<http://www.cnn.com/videos/bestoftv/2012/12/26/early-matt-damon-alina-pkg.cnn>

Matt Damon's Personal Water War

<http://www.cnn.com/2014/10/10/health/matt-damons-water-war/>

Articles: (NOTE): CHANGED THE LINK ACCESS: The *Economist* website: Philanthropy meets the market: *Innovative ways to tackle the world's urgent water and sanitation needs will multiply, say Matt Damon and Gary White, co-founders of Water.org*

You will have to copy and paste the link into a new window for access to the article.

<https://www.economist.com/news/21589146-innovative-ways-tackle-worlds-urgent-water-and-sanitation-needs-will-multiply-say-matt-damon-and>

Here is the PDF copy of the above article--just in case: [economist.com-InternationalPhilanthropy meets the market.pdf](#)

As you are introduced to Genres, make sure to review the Examples on Matt Damon. As a reminder, for your own Genre Analysis (GA), you will need to examine a typography genre and then choose either an iconography or oral genre to compare it to. Use the same topic that you have selected for your research. There is a peer-review for the GA, so make sure to check due dates for submissions to get feedback. Make sure to read the guidelines for the Genre Analysis and its rubric in the FYC guide.

Also, this week begin your in-depth research on your topic and its related issue. Below is the information for the scaffolding that you will need to complete.

Discussion Class Topics

Genre Analysis (GA); Selecting & Drafting GA; Research Proposal Memo, Developing Research Questions for Research Topic, Develop Citation Analysis with Extended Critical Annotated Bibliography (CAB) APA Style Peer-Review Process; Complete GA; Creating Surveys

This week begin and complete the scaffolding for your research. Read below the information.

Scaffolding: Research Topic Proposal Memo for Semester (Memo format) 20 pts., with a Critical Annotated Bibliography to include four research questions 80 pts.

This is the Research Proposal with Questions/with Extended Critical Annotated Bibliography. Students will write a proposal Memo format to identify the subject /issue/ topic they will be working with for the semester. This will be submitted to, approved, and graded by the instructor. Detailed guidelines will be provided in Blackboard. Students will submit FOUR research questions for approval and complete the citation analysis with a Critical Annotated Bibliography as an activity assignment to begin work on the Literature Review/ Primary Research Report. Use APA style. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **100 points. Go to Assignments for submission.**

PowerPoint Presentation Lecture on WIT in Blackboard (Overview of Chapter Information)

WIT Reader: Chapter 8 Framing Arguments; & Chapter 9 Constructing Arguments; Chapter 10 Designing Arguments; Chapter 11 Choosing and Integrating Evidence; & Review Chapter 12 Citing Sources

FYC Handbook: Review Chapter: Genre Analysis section labeled as Assignment #2; and Chapter on the Literature Review Research Report labeled Assignment #3

PowerPoint Presentation Lecture on WIT in Blackboard

Review Additional Material:

Survey Monkey Tutorial: Develop 10 questions:

<https://www.youtube.com/watch?v=e2qG14YX504>

Review PDF handout on CAB

Review PDF handout on Developing Research Question

Additional Website links in Blackboard

Additional: Online Readings /PDF Handouts

Additional Guidelines and Student Samples

Purdue OWL APA

<https://owl.english.purdue.edu/owl/resource/560/01/>

Public Discussion of Literature Review of Research on Critical Needs.....

<https://www.youtube.com/watch?v=13h4sB9IYMk>

Stork, David. "How to Ask Good Questions." TEDx. YouTube. 25 April 2013. 7 Nov. 2015.

<https://www.youtube.com/watch?v=PkcHstP6Ht0>.

Purdue OWL APA

<https://owl.english.purdue.edu/owl/resource/560/01/>

Watch Public Discussion of Literature Review of Research on Critical Needs.....

<https://www.youtube.com/watch?v=13h4sB9IYMk>

Survey Monkey Tutorial: Develop 10 questions:

<https://www.youtube.com/watch?v=e2qG14YX5O4>

Examples:

Video: Matt Damon's Solution to the Water Crisis

<http://www.cnn.com/videos/bestoftv/2012/12/26/early-matt-damon-alina-pkg.cnn>

Matt Damon's Personal Water War

<http://www.cnn.com/2014/10/10/health/matt-damons-water-war/>

Articles: The Huffington Post Articles

<http://www.huffingtonpost.com/news/matt-damon-water/>

Review PDF handout on Developing a Website

Weebly: <https://www.weebly.com/>

WIX: <https://www.wix.com/>

WordPress: <https://wordpress.com/>

Things to think about:

- Learning APA
- Developing Good Research Questions
- Why a Literature Review for Research
- Genre Writing
- Creating Surveys with Survey Monkey

View: Reader Response Discussion Thread #2

View: Peer-Review #1 for Assignment #2: Genre Analysis

View: The Rubric for this assignment in the FYC handbook

Assignments:

Due: Reader Response Discussion #2

Due: Scaffolding: Topic Proposal Memo for Semester (Memo format) 20 pts., with a Critical Annotated Bibliography to include four research questions 80 pts.

Week Three**February 4- February 10****Summary of Week:**

This week you are introduced to the peer-review process, for the Genre Analysis (GA), which is a form of collaboration with your peers. Review Chapter 6 in the FYC for group work. As a reminder make sure to read the guidelines for the GA. Remember you may include your genre selections in your future assignments. Make sure to use APA format and label each section of the GA. Use the guideline labels.

Discussion Class Topics

Review Proposal Memo and CAB to incorporate material; Peer Review for the Genre Analysis; Editing and Revising; check APA; Review rubric for Genre Analysis

This week begin and complete Genre Analysis. Read below the information

Assignment #2: Genre Analysis (FYC e-book p. 211)

Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **100 pts.**

There is a peer-review session for this assignment. (20 points) Go to discussion thread for peer-review session. Final submission for scoring: Go to Assignments

PowerPoint Presentation Lecture on WIT in Blackboard (Overview of Chapter Information)

WIT Reader: Review: Chapter 10 Designing Arguments; Chapter 11 Choosing and Integrating Evidence; & Review Chapter 12 Citing Sources

FYC Handbook: Review Chapter: Literature Review Research Report section; Primary Research section

PowerPoint Presentation Lecture on WIT in Blackboard

Review PDF handout on Literature Review Research Report

Additional Website links in Blackboard

Things to think about:

- How to identify genres, component of a genre analysis
- The peer-review process

View: Peer-Review #1 for Assignment #2: Draft of Genre Analysis located in discussions

View: Reader Response Discussion Thread #3

View: The Rubric for this assignment in the FYC handbook

Assignments:

Due: Reader Response Discussion #3

Due: Peer-Review #1 for Assignment #2: Draft of Genre Analysis Assignment

Due: Assignment Two: Genre Analysis (Final Revised Version)

Week Four

February 11-February 17

Summary of Week:

This week you are introduced on how to conduct and implement primary research collected from surveys into your Literature Review Research Report. Also, you will work on mapping out your documentary. In other words, you will storyboard the content of the documentary.

Many of you may think I will never use a Critical Annotated Bibliography or a Review of Literature in my career. This is not the case. In the working environment, you will more than likely be asked to be part of the major project, which will require collaboration among businesses, government agencies, and academia.

Watch the video proceeding under Web Resources: **A Public Discussion of Literature Review of Research on Critical Needs.....**

<https://www.youtube.com/watch?v=13h4sB9lYMk>

Discussion Class Topics

Incorporation of survey questions and image selection for RLR; Review Responses from Survey; Develop Literature Review Research Report

This week begin and complete the scaffolding for your research. Read below the information.

Scaffolding: Primary Research: Survey Questions created in Survey Monkey (Submission and classmates' responses)

This week you will also develop your Primary Research, in the form of an online survey in which you will post under a discussion thread so that everyone in the class can take your survey to collect your Primary Research.

There are 25 students in the class, so you should have a good pool of answers.

You will create **ten** survey questions in

Survey Monkey. You may have one open-end question and nine closed-ended questions.

Review the RWS Guide Section on Primary Research guidelines.

Use the free version <https://www.surveymonkey.com/>

If you have never used Survey Monkey here is quick tutorial that covers the basics.

Survey Monkey Tutorial: <https://www.youtube.com/watch?v=e2qG14YX504>

**Assignment #4 Advanced Visual Argument Components:
Include Assignment #4 –Transfer to Advocacy Website
(FYC e-book p.251, 253)**

There are two parts

Scaffolding: For Assignment Four: Part I: Advanced Visual Argument Outline

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

PowerPoint Presentation Lecture on WIT in Blackboard (Overview of Chapter Information)

WIT Reader: Review Chapter 11 Choosing and Integrating Evidence; & Review Chapter 12 Citing Sources; Review Chapter 7 Analysis; Chapter 8 Framing Arguments; & Chapter 9 Constructing Arguments

FYC Handbook: Review Chapter: Literature Review Research Report section; and Visual Argument section
Additional Website links in Blackboard

FYC Handbook: APA Style, Literature Review Research Report

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

Helpful information to Infographics: Use the free versions

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

Helpful information about software (for movie-making): Use the free versions (make sure that the free software does not have watermark or labels that advertise their product.

6 Best Free Video Editing Software Programs for 2019: Lifewire
<https://www.lifewire.com/best-free-video-editing-software-programs-4128924>

Wondershare Filmora 9: The Best Video Editing Software for YouTubers

<https://filmora.wondershare.com/youtube-video-editing/best-video-editing-software-for-youtube.html>

UTEP has workshops during the semester. They have i-Movie workshops.

<https://campusedge.utep.edu/browse-by-category/software-workshops>

Things to think about:

- How to incorporate primary research
- What content to include in the storyboard layout
- Decision making as a composer and director of the documentary
- Thinking about what makes a visual argument

View: Scaffolding instructions for Advanced Visual Argument

View: Survey Questions Posted and answer classmates surveys

View: The Rubric for this assignment in the FYC handbook

Assignments:

Due: Reader Response Discussion #4

Due: Primary Research: Survey Questions created in Survey Monkey (Submission and classmates' responses)

Due: Scaffolding: Advanced Visual Argument Outline Activities Storyboard layout for the Documentary Film (Decide what you want to include)—check the outline layout in the FYC guidelines

Week Five

February 18- February 24

Summary of Week:

This week you are completing your research in the form of a Literature Review Research Report. (LRRR). There is also another peer-review for the LRRR. located under discussions. As a reminder make sure to read the guidelines for the LRRR. You should incorporate any of the scaffolding that was conducted during your research. Make sure to use APA format and label each section of the LRRR. Use the guideline labels.

Discussion Class Topics

Visual Rhetoric Outline- Storyboard for Documentary; Infographics, and Design; Presentation

This week begin and complete Literature Review Research Report. Read below the information

**[Assignment #3 Literature Review/Research Report Components:](#)
[\(FYC e-book p.224, 235, and Blackboard handout information\)](#)**

Assignment Three: Literature Review / Primary Research Report. Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Develop Ten Survey Questions based off the Four Research Questions (20 points). Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. Make sure to include survey results, include at least one image, use APA in-text citation and include a reference page. **200 points.**

There is a peer-review session for this assignment. (20 points) Go to discussion thread for peer-review session.

Final submission for scoring: Go to Assignments

PowerPoint Presentation Lecture on WIT in Blackboard (Overview of Chapter Information)

WIT Reader: WIT Reader: Review Chapter 6 Synthesis; & Review Chapter 10 Designing Arguments

FYC Handbook: Read sections on Presentations and Infographics

Additional: Online Readings /PDF Handouts: Infographic Flyer examples

Additional Website links in Blackboard

Helpful information to Infographics: Use the free versions

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

Things to think about:

- The use of research's impact of findings and conclusions
- The use of a review of literature structure to show evidence of research topic
- Feedback from peers and how to implement their suggestions into revisions

View: Peer- Review #2 Draft of Literature Review Report located in Discussions

View: The Rubric for this assignment in the FYC handbook

View: Advanced Visual Argument Outline: Documentary (Assignment Four: Part II: Advanced Visual Argument: Option A: Documentary Film)

Assignments:

Due: Reader Response Discussion #5

Due: Peer-Review #2 Draft of Literature Review Report

Due: Assignment Three: Literature Review / Primary Research Report (Final Revised Version) (Make sure to include Survey Monkey results and at least one image)

Week Six

February 25- March 3

Summary of Week:

This week you are completing your research in the form of visual arguments. Review the infographic links and check the documentary student example located in Blackboard. Experiment using different software for visual arguments. Make sure to use APA format and include a copyright statement in the documentary. Decide what sections of your research to include into these projects that reflect advocacy for the issue. Use the guideline labels located in the FYC handbook.

Discussion Class Topics

Visual Arguments, Presentations, documentaries and infographics, multi-media

This week begin and complete Documentary Film. Read below the information

**Assignment #4 Advanced Visual Argument Components:
Include Assignment #4 -Transfer to Advocacy Website
(FYC e-book p.251, 253)**

Assignment Four: Part II: Advanced Visual Argument: Option A: Documentary Film

Assignment: Each student will create a documentary film. The documentary should be based on the topic you have chosen for the semester. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **200 points.** **Go to Assignments for submission. Make sure I can open video file. Save as a YouTube video.**

PowerPoint Presentation Lecture on WIT in Blackboard (Overview of Chapter Information)

WIT Reader: Review Chapter 8 Framing Arguments; & Chapter 9 Constructing Arguments

WIT Reader: Review Chapter 10 Designing Arguments

FYC Handbook: AVA

WIT Reader: Review Chapters 3, 4, 5, 17; 24

FYC Handbook: Review Presentations

Additional Website links in Blackboard

FYC Handbook: Review Chapter: Visual Argument section

Review PDF handout on Infographics

Helpful information about online opinion (Op-ed) opinion with images

Guidelines for writing and submitting Opinion (Op-ed) pieces to your local newspaper or online news outlet

<https://static1.squarespace.com/static/55a158b4e4b0796a90f7c371/t/571ec8f14d088eb71604a41/1461635326642/2.+Op-ed+guidelines+-+3.29.16.pdf>

New York Times: Opinion Section

<https://www.nytimes.com/section/opinion>

The Washington Post: Opinion Section

https://www.washingtonpost.com/opinions/?utm_term=.4227b9939e94

Helpful information to Infographics: Use the free versions

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

Helpful information about software (for movie-making): Use the free versions

6 Best Free Video Editing Software Programs for 2019: Lifewire

<https://www.lifewire.com/best-free-video-editing-software-programs-4128924>

Wondershare Filmora 9: The Best Video Editing Software for YouTubers

<https://filmora.wondershare.com/youtube-video-editing/best-video-editing-software-for-youtube.html>

Things to think about:

- The use of images to create arguments
- How to advance an advocacy
- How a documentary film as a form of research

View: Check the Guidelines for the Documentary Film

View: The Rubric for this assignment in the FYC handbook

Assignments:

Due: Assignment Four: Part II: Advanced Visual Argument: **Option A:** Documentary Film

Week Seven

March 4-March 10

Summary of Week:

This week you are completing your research and displaying in the advocacy website. Make sure to include the opinion piece, survey, the review of literature, the documentary the infographic, and anything else you want to include. Refer to the FYC handbook guidelines and the handout located in Blackboard's handout folder. As a final presentation, you will debrief the class with a final discussion to include an executive summary. Review the handout located in Blackboard's handout folder. Make sure to include sections of your research that reflect advocacy for the issue. Use the guideline labels located in the FYC handbook.

This week you begin an online Presentation Infographics(ic) Flyer as your Presentation for the Advocacy on your topic. There are a couple of examples of what is an Infographic(ic) flyer, but this assignment is your own creation. You just need to create a flyer that is representative of your issue. The Presentation Rubric is your guideline for this assignment. Your images and words must speak for you.

Discussion Class Topics

Online Presentations of Advocacy Project; Advocacy Website with Opinion Piece; and Debriefing with Executive_Summary; Complete Debriefing with Executive Summary

**Assignment #5 Presentation Advanced Visual Argument: There are two parts:
Include all of Assignment #5 -Transfer to Advocacy Website
(FYC e-book p.267 and handout in Blackboard)**

There are two parts

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

Assignment Five: Part II: Debriefing: Executive Summary of Advocacy Issue with Questions/Answers Session: It is now time to present your findings to the class. This

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

Finalize: Assignment #1: Option B: Advocacy Website w/ Online Opinion Piece (FYC e-book p.195)

To be completed throughout the semester

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

PowerPoint Presentation Lecture on WIT in Blackboard (Overview of Chapter Information)

WIT Reader: WIT Reader: Moving forward with Writing Transfer p. 303; Review Chapter 5-Summary; Chapter 9—section on Public Policy

FYC Handbook: Presentations and Infographics; Advocacy Website, Editing and Revision

Review PDF handout on Executive Summary

Additional Website links in Blackboard

Review PDF handouts on Executive Summary

Helpful websites on executive summaries:

USC Libraries: Research Guides: <http://libguides.usc.edu/writingguide/executivesummary>

University of Maryland: Executive Summaries: <http://www.umuc.edu/current-students/learning-resources/writing-center/writing-resources/executive-summaries/index.cfm>

UniLearning: Report Writing: <https://unilearning.uow.edu.au/report/4bi1.html>

Helpful information about online opinion (Op-ed) opinion with images

Guidelines for writing and submitting Opinion (Op-ed) pieces to your local newspaper or online news outlet

<https://static1.squarespace.com/static/55a158b4e4b0796a90f7c371/t/571ec8f14d088eb71604a41/1461635326642/2.+Op-ed+guidelines+-+3.29.16.pdf>

New York Times: Opinion Section

<https://www.nytimes.com/section/opinion>

The Washington Post: Opinion Section

https://www.washingtonpost.com/opinions/?utm_term=.4227b9939e94

View: Debriefing: Executive Summary of Advocacy Issue Q & A Session (post questions to classmates' Executive Summaries)

View: Debriefing: Executive Summary of Advocacy Issue Q & A Session (respond to each Question asked of you)

View: Guidelines to Advocacy Website including how to write up online opinion pieces (make sure to include at least one image in the opinion piece)

Things to think about:

- The use of multimedia to present advocacy issues
- Same issues, different ways to introduce it
- Marketable multimedia skills
- How to transfer what you have learned in this course into other aspects of academic and professional life

Assignments:

Due: Assignment Five: Online Class Presentation: Developing an Infographic Flyer with Reflection on Advocacy Issue 50 pts.; and Discussion Debriefing: Executive Summary of Advocacy Issue Q & A Session 50 pts. (Total: 100 points)

Due: *Finalize Assignment #1:** The Advocacy Website with Opinion Piece. Make sure link to website is functional.

There is a post project reflection for RWS 1302 discussion—this is for extra credit.

Complete Online Course Evaluations sent to your UTEP email

Finals Week: View: Your Grade book and Check all of your scores
