

**Course:** RWS 1302: Rhetoric & Composition 2  
**CRN Section:** 23827  
**Course Dates:** January 21, 2020-May 7, 2020  
**Time:** Hybrid—9:00 a.m.-10:20 a.m.  
**Day:** Tuesday  
**Location:** UGLC 232 and Online: Blackboard Platform  
**Instructor:** Esther Solis Al-Tabaa  
**Office:** Hudspeth 211  
**Online Office:** (Available only online under Blackboard's Instructor's Office)  
**E-mail:** [eal-tabaa@utep.edu](mailto:eal-tabaa@utep.edu)  
**Phone:** (915) 747-6254  
**Face-to-Face Office Hours:** Tuesdays & Thursdays 12:00 p.m.--1:00 p.m., Mountain Standard Time; Thursdays 9:20 a.m. -10:20 p.m., and briefly after class session ends outside classroom in the foyer, and by appointment.  
**Online Office Hours:** Monday- Sundays from 5:00 a.m. - 8:50 a.m. Tuesdays & Thursdays 12:00 a.m. -1:00 p.m., & Thursdays 9:30 a.m. -10:20 p.m., Mountain Standard Time; and by online appointment- use the online Blackboard platform email function to communicate. Will respond within 24 hours

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

To set up an appointment email me via Blackboard. Appointments are available online, and 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.

### **Copyright**

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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 a hybrid 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.

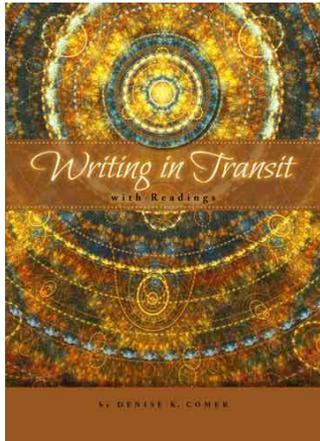
Students will also have the opportunity to strengthen skills sets in the following areas:

- 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](#).

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

Comer, D. K. (2017). *Writing in Transit with Readings*. Southlake, TX: Fountainhead Press.  
 ISBN:978-1-68036-636-5. Note: There is an e-book and a hardcopy book. Here is the link.  
<https://www.vitalsource.com/products/writing-in-transit-with-readings-denise-comer-v9781680363975>

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

\*\*UTEP's Library: Research Guides: Rhetoric & Writing Studies 1302.  
<https://libguides.utep.edu/rws1302>

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.

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**All Assignments reflect the following: Think of the coursework as an Internship:**

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

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/education/Finance%20and%20Innovation)

[https://www.globalcitizen.org/en/issue/finance-innovation/Food and Hunger](https://www.globalcitizen.org/en/issue/finance-innovation/Food%20and%20Hunger)

[https://www.globalcitizen.org/en/issue/food-hunger/Water and Sanitation](https://www.globalcitizen.org/en/issue/food-hunger/Water%20and%20Sanitation)

Water and Sanitation

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

Environment

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

Citizenship

[https://www.globalcitizen.org/en/issue/citizenship/The Global Poverty Project](https://www.globalcitizen.org/en/issue/citizenship/The%20Global%20Poverty%20Project)

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](https://www.globalcitizen.org/en/issue/food-hunger/Build%20a%20Sustainable%20Community)

Build a Sustainable Community

[http://www.theglobalcitizensinitiative.org/?gclid=CjwKCAjw8rMBRBOEiwA2F2biHEbX\\_JbsbDjWz](http://www.theglobalcitizensinitiative.org/?gclid=CjwKCAjw8rMBRBOEiwA2F2biHEbX_JbsbDjWzw)

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**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.

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

End of Week 1: (Sunday)	<b>Scaffolding:</b> Brainstorming of Research Topic	5
End of Week 6: (Sunday)	<b>Scaffolding:</b> Topic Proposal Memo for Semester (Memo format) 10 pts., with a Critical Annotated Bibliography to include four research questions 75 pts.	85
End of Week 9: (Sunday)	<b>Scaffolding:</b> Advanced Visual Argument Outline Activities Storyboard layout for the Documentary Film (Decide what you want to include)	10
<b>Major Assignments</b>		
Begin the first week of class: Develop throughout the semester to create the Advocacy Website	<b>Assignment One:</b> Part I: <b>Option B:</b> <u>Advocacy Website w/ Online Opinion Piece</u>	100
End of Week 4: (Sunday)	<b>Assignment Two:</b> Genre Analysis (Final Revised Version)	100
End of Week 8: (Sunday)	<b>Assignment Three:</b> Literature Review / Primary Research Report (Final Revised Version) (Make sure to include Survey Monkey results and at least one image)	200
End of Week 12: (Sunday)	<b>Assignment Four:</b> Part II: Advanced Visual Argument: <b>Option A:</b> <u>Documentary Film</u>	200
End of Week 13: (Sunday)	<b>Assignment Five Part I:</b> Online Class Presentation: Developing an Infographic Flyer with Reflection on Advocacy Issue 50 pts.;	50
End of Week 14-Week 15: (Sunday)	<b>Assignment Five: Part II:</b> Debriefing: Executive Summary of Advocacy Issue Q & A Session	50
End of Week 14-Week 15 (Sunday)	***Finalize the Advocacy Website with Opinion Piece	See Assignment #1
Begin the first week of class: Develop throughout the semester to create the Advocacy Website	<b>Assignment One:</b> Part I: <b>Option B:</b> <u>Advocacy Website w/ Online Opinion Piece</u>	100
<b>Total</b>		<b>1000</b>

**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.

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

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

**Topic Proposal for Semester:**  
**(FYC e-book p. 197-200 and handout in Blackboard)**

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

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

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



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**Assignment #1: Option B: Advocacy Website w/ Online Opinion Piece**  
**(FYC e-book p.212, and pp. 201-226)**

**To be completed throughout the semester**

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



**Assignment #2: Genre Analysis**  
**(FYC e-book pp. 227-241)**

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

**Go to Assignments for submission.**

**There is a peer-review session for this assignment. (10 points) Go to discussion thread.**



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**Assignment #3 Literature Review/Research Report Components:**  
**(FYC e-book pp. 242-270, and Blackboard handout information)**

**There are two parts**

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

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



**Assignment Three: Part II: Literature Review / Primary Research Report.** Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Develop Ten Survey Questions based off the Four Research Questions (20 points). Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. Make sure to review the FYC e-book for specific guidelines. Detailed guidelines will be provided in Blackboard. **200 points. Go to Assignments for submission.**

**There is a peer-review session for this assignment. (10 points) Go to discussion thread.**



**Assignment #4 Advanced Visual Argument Components: There are two parts  
Include Assignment #4 -Transfer to Advocacy Website  
(FYC e-book pp.271-282)**

**There are two parts**

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

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

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



**Assignment #5 Presentation Advanced Visual Argument: There are two parts:**

**Include all of Assignment #5 -Transfer to Advocacy Website**

**(FYC e-book pp. 291-299, and**

**Folders on Infographics & Executive Summary in Blackboard)**

**There are two parts**

**Assignment Five: Part I: Online Class Presentation: Infograph(ic) Flyer Presentation with Reflection on Advocacy Issue:** Students will create an infograph(ic) to present their advocacy issue to electronically to classmates. The instructor will grade the infograph(ic) presentation. Use one of the Infographic software provided as options. Include a reflection on the Infographic. Detailed guidelines will be provided in Blackboard. **50 points. Go to Assignments for submission. There is a peer-review session for this assignment. (10 points) Go to discussion thread.**



**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 a hybrid class, participation in-class and online is mandatory. The activities included in this category ensure that students learn the material and help them to compose effective projects. This score will include entries, attendance, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. **200 points.**

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

**Weekly Discussions =100 points**

**Online Collaboration= 50 points**

**Peer-Review Sessions (4); and Survey Questions**

For following Assignments:

#2 GA=10 pts.;

#3 Part I: CAB= 10 pts.;

#3 Part II: LR =10 pts.;

#5 AVA Part II= 10 pts.

Creating Survey Questions for Primary Research= 10 pts.



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### 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

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

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

**Course Delivery:** 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 a hybrid 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/>

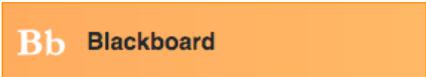
A great deal of work will be done online, and not having access to a computer will not be an excuse for incomplete or late assignments. Technology problems are also not an excuse for work that is late or missing. Students need to get into the habit of completing assignments for this course well before 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.
- Title IX: <https://www.utep.edu/titleix/> --Make sure to read the new reporting requirement by all UTEP Employees: <https://www.utep.edu/titleix/bulletins/bulletin-092517.html>

**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](http://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](mailto: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](mailto: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.

<b>Important Dates for this Semester</b>	
January 21	First day of class
January 21-24	Late Registration
February 5	Census Day
TBA	Freshmen mid-term grades due
March 16-20	Spring Break
March 27	Cesar Chavez Holiday-no classes
April 3	Drop Date, last day to drop a student with a W deadline
April 10	Spring Study day
May 7	Last day of classes and complete withdrawal from the University
May 8	Dead Day, day between last class day and start of finals, no class
May 11-15	Final Exams Check the UTEP finals week calendar for your course
May 20	Instructor Submits Final Grades
May 21	Grades are posted to student records in Goldmine

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

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### **Online Overview Semester Calendar**

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

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#### **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 and the e-portfolio. 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.

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

<b>Scaffolding for Assignments</b>		
End of Week 1: (Sunday)	<b>Scaffolding:</b> Brainstorming of Research Topic	5
End of Week 6: (Sunday)	<b>Scaffolding:</b> Topic Proposal Memo for Semester (Memo format) 10 pts., with a Critical Annotated Bibliography to include four research questions 75 pts.	85
End of Week 9: (Sunday)	<b>Scaffolding:</b> Advanced Visual Argument Outline Activities Storyboard layout for the Documentary Film (Decide what you want to include)	10
<b>Major Assignments</b>		
Begin the first week of class: Develop throughout the semester to create the Advocacy Website	<b>Assignment One:</b> Part I: <b>Option B:</b> <u>Advocacy Website w/ Online Opinion Piece</u>	100
End of Week 4: (Sunday)	<b>Assignment Two:</b> Genre Analysis (Final Revised Version)	100
End of Week 8: (Sunday)	<b>Assignment Three:</b> Literature Review / Primary Research Report (Final Revised Version) (Make sure to include Survey Monkey results and at least one image)	200
End of Week 12: (Sunday)	<b>Assignment Four:</b> Part II: Advanced Visual Argument: <b>Option A:</b> <u>Documentary Film</u>	200
End of Week 13: (Sunday)	<b>Assignment Five Part I:</b> Online Class Presentation: Developing an Infographic Flyer with Reflection on Advocacy Issue 50 pts.;	50
End of Week 14-Week 15: (Sunday)	<b>Assignment Five: Part II:</b> Debriefing: Executive Summary of Advocacy Issue Q & A Session	50
End of Week 14-Week 15 (Sunday)	***Finalize the Advocacy Website with Opinion Piece	See Assignment #1
Begin the first week of class: Develop throughout the semester to create the Advocacy Website	<b>Assignment One:</b> Part I: <b>Option B:</b> <u>Advocacy Website w/ Online Opinion Piece</u>	100
<b>Total</b>		<b>1000</b>

<b>Overview Semester Calendar</b>			
<b>Weekly Schedule (Subject to change)</b>			
<b>WIT Reader = Writing in Transit (Hardcopy textbook);</b>			
<b>FYC Handbook= First-Year Composition Handbook</b>			
<b>(e-book) --Additional: Online Readings and PDFs</b>			
<b>16 - Week Course</b>	<b>Discussion Class Topics</b>	<b>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</b>	<b>Assignments</b>
<b>Week One</b>  <b>January 21- January 26</b>	Class Introductions;  Review Blackboard course;  Select a topic;	Buy Textbook and beginning reading; <b>WIT Reader:</b> WIT Reader: Chapter 1-Writing Transfer; Chapter 2 Research & Writing as a Process; & Chapter 12 Citing Sources <b>FYC Handbook:</b> FYC Handbook: Review Chapter 1: An Introduction to Undergraduate Writing; Chapter 2: Revision, Style, and Grammar; Chapter 3: Research, Library, and Technology; <b>Chapter 5:</b> RWV 1302 Rhetoric and Writing Studies II; section topic selection; Review section on group work—Review Option B: Advocacy Website <b>PowerPoint Presentation Lecture on WIT in Blackboard</b> Review PDF handout on Proposal Review PDF handout on Developing Research Question Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard: <a href="http://guides.library.harvard.edu/sixreadinghabits">http://guides.library.harvard.edu/sixreadinghabits</a> <b>View:</b> Introductions <b>View:</b> Reader Response Discussion Thread #1 <b>View:</b> Topic Proposal Discussion <b>View:</b> Reflection Research Journal (RRJ) Discussion Thread #1	DUE: Introductions  DUE: Coursework Permission Submission  DUE: Topic Proposal: Located under Discussions  DUE: Reader Response Discussion #1
<b>Week Two</b>  <b>January 27- February 2</b>	Genre Analysis (GA);  Selecting & Drafting GA;  Developing Research Questions for Research Topic  Presentation by Librarian: Joy Urbina	WIT Reader: Chapter 3 Posing Meaningful Questions; & Chapter 4 Reading FYC Handbook: FYC Handbook: Review Chapter: Genre Analysis section labeled as Assignment #2 <b>PowerPoint Presentation Lecture on WIT in Blackboard</b> Review PDF handout on Developing Research Question <b>Examples:</b> Video: Matt Damon's Solution to the Water Crisis <a href="http://www.cnn.com/videos/bestoftv/2012/12/26/early-mattdamon-alina-pkg.cnn">http://www.cnn.com/videos/bestoftv/2012/12/26/early-mattdamon-alina-pkg.cnn</a> Matt Damon's Personal Water War <a href="http://www.cnn.com/2014/10/10/health/matt-damons-water-war/">http://www.cnn.com/2014/10/10/health/matt-damons-water-war/</a> <b>Articles:</b> The Huffington Post Articles <a href="http://www.huffingtonpost.com/news/matt-damon-water/">http://www.huffingtonpost.com/news/matt-damon-water/</a> Review PDF handout on Developing a Website Weebly: <a href="https://www.weebly.com/">https://www.weebly.com/</a> WIX: <a href="https://www.wix.com/">https://www.wix.com/</a> WordPress: <a href="https://wordpress.com/">https://wordpress.com/</a> <b>View:</b> Reader Response Discussion Thread #2	Begin Storyboarding your advocacy website (design it throughout the semester)  DUE: Reader Response Discussion #2

<p><b>Week Three</b></p> <p><b>February 3-February 9</b></p>	<p>Develop Citation Analysis with Extended Critical Annotated Bibliography (CAB)</p> <p>APA Style</p>	<p><b>WIT Reader:</b> Chapter 5 Summary; Chapter 6 Synthesis; &amp; Chapter 7 Analysis</p> <p><b>FYC Handbook:</b> Review Chapter: Genre Analysis section; and Literature Review Research Report section</p> <p>Additional: Online Readings /PDF Handouts: Additional Guidelines and Student Sample</p> <p><b>PowerPoint Presentation Lecture on WIT in Blackboard</b></p> <p>Additional Websites:</p> <p>Purdue OWL APA  <a href="https://owl.english.purdue.edu/owl/resource/560/01/">https://owl.english.purdue.edu/owl/resource/560/01/</a>  Public Discussion of Literature Review of Research on Critical Needs.....  <a href="https://www.youtube.com/watch?v=13h4sB9IYMk">https://www.youtube.com/watch?v=13h4sB9IYMk</a></p> <p><b>Websites:</b></p> <p>Stork, David. "How to Ask Good Questions." TEDx. YouTube. 25 April 2013. 7 Nov. 2015.  <a href="https://www.youtube.com/watch?v=PkcHstP6Ht0">https://www.youtube.com/watch?v=PkcHstP6Ht0</a>  Purdue OWL APA  <a href="https://owl.english.purdue.edu/owl/resource/560/01/">https://owl.english.purdue.edu/owl/resource/560/01/</a>  Watch Public Discussion of Literature Review of Research on Critical Needs.....  <a href="https://www.youtube.com/watch?v=13h4sB9IYMk">https://www.youtube.com/watch?v=13h4sB9IYMk</a></p> <p><b>View:</b> Reader Response Discussion Thread #3</p> <p><b>View:</b> Reflection Research Journal (RRJ) Discussion Thread #1</p>	<p>DUE: Reader Response Discussion #3</p> <p>Due: (RRJ) Discussion Thread #1</p>
<p><b>Week Four</b></p> <p><b>February 10-February 16</b></p>	<p>Peer-Review Process;</p> <p>Complete GA;</p> <p>Creating Surveys</p>	<p><b>WIT Reader:</b> Chapter 7 (continued); Chapter 8 Framing Arguments; &amp; Chapter 9 Constructing Arguments</p> <p><b>FYC Handbook:</b> Review Genre Analysis section; Review Chapter: Literature Review Research Report section</p> <p><b>PowerPoint Presentation Lecture on WIT in Blackboard</b></p> <p>Survey Monkey Tutorial: Develop 10 questions:  <a href="https://www.youtube.com/watch?v=e2qG14YX5O4">https://www.youtube.com/watch?v=e2qG14YX5O4</a></p> <p>Review PDF handout on CAB</p> <p>Additional Website links in Blackboard</p> <p><b>View:</b> Reader Response Discussion Thread #4</p> <p><b>View:</b> Peer-Review #1 for Assignment #2: GA</p>	<p>DUE: Peer-Review #1 for Assignment #2: GA</p> <p>DUE: Reader Response Discussion #4</p> <p>DUE: Assignment #2: Genre Analysis Final</p>
<p><b>Week Five</b></p> <p><b>February 17-February 23</b></p>	<p>CAB</p> <p>Review APA In-text Citation; and Reference;</p>	<p><b>WIT Reader:</b> Review: Chapter 10 Designing Arguments; Chapter 11 Choosing and Integrating Evidence; &amp; Review Chapter 12 Citing Sources</p> <p><b>FYC Handbook:</b> Review Chapter: Literature Review Research Report section; Primary Research section</p> <p><b>PowerPoint Presentation Lecture on WIT in Blackboard</b></p> <p>Review PDF handout on Review of Literature</p> <p>Additional Website links in Blackboard</p> <p><b>View:</b> Reader Response Discussion Thread #5</p> <p><b>View:</b> Survey Questions Posted</p> <p><b>View:</b> Peer-Review #2 CAB</p> <p><b>View:</b> Reflection Research Journal (RRJ) Discussion Thread #2</p>	<p>DUE: Peer-Review #2: Assignment Three: Citation Analysis with Extended References Critical Annotated Bibliography (CAB), with sentence outline</p> <p>DUE: Reader</p>

			<p>Response Discussion #5</p> <p>Due: (RRJ) Discussion Thread #2</p> <p>DUE: Survey Questions Posted</p>
<p><b>Week Six</b></p> <p><b>February 24- March 1</b></p>	<p>Revise CAB Review Responses from Survey; Develop Review of Literature Report (RLR)</p>	<p><b>WIT Reader:</b> Review Chapter 11 Choosing and Integrating Evidence; &amp; Review Chapter 12 Citing Sources; FYC Handbook: APA</p> <p><b>PowerPoint Presentation Lecture on WIT in Blackboard</b></p> <p><b>Additional:</b> Online Readings /PDF Handouts: Additional Guidelines and Student Sample for the Assignment Three: Critical Annotated Bibliography</p> <p>Website: Purdue OWL APA</p> <p>Additional Website links in Blackboard</p> <p><b>View:</b> Reader Response Discussion Thread #6</p> <p><b>View:</b> Survey Questions Responses</p>	<p>Due: #3: Citation Analysis with Extended References</p> <p>Critical Annotated Bibliography (CAB), with sentence outline (Part I):</p> <p>DUE: Reader Response Discussion #6</p> <p>DUE: Survey Questions-Responses</p>
<p><b>Week Seven</b></p> <p><b>March 2- March 8</b></p>	<p>Incorporation of survey questions and image selection for RLR</p>	<p><b>WIT Reader:</b> Review Chapter 7 Analysis; Chapter 8 Framing Arguments; &amp; Chapter 9 Constructing Arguments</p> <p><b>FYC Handbook:</b> Review Chapter: Literature Review Research Report section; and Visual Argument section</p> <p><b>PowerPoint Presentation Lecture on WIT in Blackboard</b></p> <p>Additional Website links in Blackboard</p> <p><b>View:</b> Reader Response Discussion Thread #7</p> <p><b>View:</b> Reflection Research Journal (RRJ) Discussion Thread #3</p>	<p>DUE: Reader Response Discussion #7</p> <p>Due: (RRJ) Discussion Thread #3</p>
<p><b>Week Eight</b></p> <p><b>March 9- March 15</b></p>	<p>Peer Review: Editing and Revising; check APA</p>	<p><b>WIT Reader:</b> Review Chapter 11 Choosing and Integrating Evidence; &amp; Review Chapter 12 Citing Sources;</p> <p><b>FYC Handbook:</b> RLR</p> <p><b>PowerPoint Presentation Lecture on WIT in Blackboard</b></p> <p>Additional Website links in Blackboard</p> <p><b>View:</b> Reader Response Discussion Thread #8</p> <p><b>View:</b> Peer-Review #3 RLR</p>	<p>DUE: Peer-Review #3: Assignment Three: Review of Literature—Draft for Peer-Review (Part II)</p> <p>DUE: Reader Response Discussion #8</p>
<p><b>Spring</b></p>	<p>Spring Break</p>	<p><b>Spring Break</b></p>	<p>Spring Break</p>

<b>Break</b> <b>March</b> <b>16-</b> <b>March 22</b>			
<b>Week</b> <b>Nine</b>  <b>March</b> <b>23-</b> <b>March 29</b>	Visual Rhetoric Outline- Storyboard for Documentary	<p><b>WIT Reader:</b> Review Chapter 6 Synthesis; &amp; Review Chapter 10 Designing Arguments</p> <p><b>FYC Handbook:</b> Read sections on Presentations and Infograph(ics)</p> <p>Additional: Online Readings /PDF Handouts: Infograph(ic) Flyer examples</p> <p><b>PowerPoint Presentation Lecture on WIT in Blackboard</b></p> <p>Additional Website links in Blackboard</p> <p><b>View:</b> Reader Response Discussion Thread #9</p> <p><b>View:</b> Advanced Visual Argument Outline: Documentary (Assignment Four: Part II: Advanced Visual Argument: Option A: Documentary Film)</p>	<p>DUE: Assignment #3: Literature Review Research Report (Final)— (Part II)</p> <p>DUE: Reader Response Discussion #9</p> <p>DUE: Assignment #4: Advanced Visual Argument Outline: Documentary (Part II)</p>
<b>Week</b> <b>Ten</b>  <b>March</b> <b>30- April</b> <b>5</b>	Infographics, and Design;  Presentation	<p><b>WIT Reader:</b> Review Chapter 8 Framing Arguments; &amp; Chapter 9 Constructing Arguments</p> <p><b>FYC Handbook:</b> Review Chapter: Visual Argument section</p> <p>Review PDF handout on Infographics</p> <p><b>PowerPoint Presentation Lecture on WIT in Blackboard</b></p> <p>Infographics by Nathaniel Rivers: <a href="http://www.nathanielrivers.org/infographics/">http://www.nathanielrivers.org/infographics/</a></p> <p>Infographic software: Piktochart: <a href="https://piktochart.com/">https://piktochart.com/</a> Canva: <a href="https://www.canva.com/">https://www.canva.com/</a> Venngage: <a href="https://venngage.com/">https://venngage.com/</a> Additional Website links in Blackboard</p> <p><b>View:</b> Reader Response Discussion Thread #10</p> <p><b>View:</b> Reflection Research Journal (RRJ) Discussion Thread #4</p>	<p>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</p> <p>DUE: Reader Response Discussion #10</p> <p>Due: (RRJ) Discussion Thread #4</p>
<b>Week</b> <b>Eleven</b>	Visual Arguments	<p><b>WIT Reader:</b> Review Chapter 10 Designing Arguments</p> <p><b>FYC Handbook:</b> AVA</p> <p><b>PowerPoint Presentation Lecture on WIT in Blackboard</b></p>	DUE: Peer-Review #4: Assignment

<b>April 6- April 12</b>		Additional Website links in Blackboard  <b>View:</b> Peer-Review #4 AVA: Infographic (Part I)	(Part I): AVA: Infographic  Continue working Documentary
<b>Week Twelve  April 13- April 19</b>	Visual Arguments continued	<b>WIT Reader:</b> Review Chapters 3, 4, 5, 17; 24 <b>FCY Handbook:</b> Review Presentations <b>PowerPoint Presentation Lecture on WIT in Blackboard</b> Additional Website links in Blackboard <b>View:</b> Reflection Research Journal (RRJ) Discussion Thread #5	DUE: Assignment #4: Advanced Visual Argument: Documentary (Final)— (Part II)  Due: (RRJ) Discussion Thread #5
<b>Week Thirteen  April 20- April 26</b>	Online Presentations of Advocacy Project	<b>WIT Reader:</b> Moving forward with Writing Transfer p. 303 <b>FCY Handbook:</b> Presentations and Infographics Review PDF handout on Executive Summary Additional Website links in Blackboard PowerPoint Presentation Lecture on WIT in Blackboard <b>View:</b> Executive Summary Discussion	DUE: Assignment 5: Presentation: Infograph(ic): (Part I)
<b>Week Fourteen  April 27- May 3</b>	Advocacy Website with <u>Opinion Piece</u> ; and Debriefing with Executive Summary	<b>WIT Reader:</b> Review Chapter 5-Summary; Chapter 9— section on Public Policy <b>FCY Handbook:</b> Advocacy Website Review: Executive Summary <b>PowerPoint Presentation Lecture on WIT in Blackboard</b> Additional Website links in Blackboard Review PDF handouts on Executive Summary Helpful websites on executive summaries: USC Libraries: Research Guides: <a href="http://libguides.usc.edu/writingguide/executivesummary">http://libguides.usc.edu/writingguide/executivesummary</a> University of Maryland: Executive Summaries: <a href="http://www.umuc.edu/current-students/learning-resources/writing-center/writing-resources/executive-summaries/index.cfm">http://www.umuc.edu/current-students/learning-resources/writing-center/writing-resources/executive-summaries/index.cfm</a> UniLearning: Report Writing: <a href="https://unilearning.uow.edu.au/report/4bi1.html">https://unilearning.uow.edu.au/report/4bi1.html</a> <b>View:</b> Debriefing: Executive Summary of Advocacy Issue Q & A Session (post questions)	DUE: Assignment #1: Advocacy Website with <u>Opinion Piece</u>  DUE: Assignment #5 Part II: Executive Summary Post to Discussion Board
<b>Week Fifteen  May 4- May 7</b>	Debriefing with Executive Summary	<b>WIT Reader:</b> Review Chapter 5: Summary <b>FCY Handbook:</b> Editing and Revision PowerPoint Presentation Lecture on WIT in Blackboard Additional Website links in Blackboard  <b>View:</b> Debriefing: Executive Summary of Advocacy Issue Q & A Session (respond to each Question)	DUE: (Part II) Executive Summary Paragraph on Topic from each author

<b>Dead Day: May 8</b>		<b>View:</b> Post Project Reflection Discussion Thread  <b>Complete Online Course Evaluations sent to your UTEP email</b>	DUE: (Part II) Q & A from classmates to each author  DUE: (Part II) Each author replies to each question.  DUE: Post Project Reflection for RWS 1302
<b>Week Sixteen May 13- May 17</b>	Finals	<b>View:</b> Your Grade book	Finals week: Check all of your scores