RWS 1302 is 100% online

Course: RWS 1302: Rhetoric & Composition 2
CRN Sections: 23425; 23277
Course Theme: Becoming a Global Citizen
Course Dates: January 17, 2023-May 04, 2023 (May 8-12 final exams)
Time: Online Blackboard
Day: Daily
Location: Online: Blackboard Platform
Instructor: Esther Solis Al-Tabaa
Office: Hudspeth 211 (All Online sections only available to meet online)
Online Office: (Available only online under Blackboard's Instructor's Office and Online Office Hours using Zoom within Blackboard)

Online Office Hours: Mondays & Wednesdays from 9:00 a.m. – 2:00 p.m.; and or by appointment.
Mountain Standard Time. (I will be logged into our Zoom online office hours during this time). We have the Zoom link embedded in our Blackboard Shell. Zoom is available for audio and or video use.

Face-to-Face Office Hours: Tuesdays & Thursdays 11:55 a.m. -12:30 p.m. outside in the foyer of UGLC 232/UGCL 234; Thursdays 9:45 a.m. to 10:20 a.m. in HUD 211; or by appointment.

(Locations: HUD 211 and/or outside of Hudspeth Hall on the lawn)

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

UTEP E-mail: eal-tabaa@utep.edu

I will hold “Live Round Table Online Lecture-Discussion Sections” See the Blackboard Discussion board for additional information and scheduling.

Also, I am available by online appointment- use the online Blackboard platform email function to communicate. I will respond within 24 hours. We will use Zoom for our live sessions and online office sessions.

Backup for communication:
If, for some reason, Blackboard is down, send me an email through my UTEP email. Also, if you need to talk to me, send me a phone number where I can reach you. I will call you from my home landline.
Use Blackboard (the delivery system) built-in e-mail to contact me. It is easier for me to keep organized and to respond in a timely manner. Thank you.

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

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

Copyright
© All rights are reserved to Esther Solis Al-Tabaa, and no copying is allowed without permission. 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. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

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

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

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

At UTEP, the **First-Year Composition (FYC) program** in the English department offers two first-year courses that are typically taken as a sequence, RWS 1301—Rhetoric and Composition 1 and RWS 1302—Rhetoric and Composition 2. These courses are intended to help students develop and reflect upon their rhetorical and writing knowledge including awareness of social and racial justice, and the implications of their language choices when they write, based on the understanding that language is never neutral. Therefore, we teach writing as a complex activity through which students are given guidance and often collaborate. Drawing on the rich scholarship of Rhetoric and Writing Studies, we have designed our courses to help students address the challenges of 21st century composing. In these courses, students are empowered to determine the most effective strategies, arrangements, and media to use in different rhetorical contexts.

The FYC program reminds students that the primary purpose of these classes are the learning and practice of writing. The Conference on College Composition and Communication together with the Council of Writing Program Administrators state:

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

*CCCC and CWPA Joint Statement in Response to the COVID-19 Pandemic*

---

**RWS 1301 & 1302 Learning Outcomes**

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

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

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

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

**Research**
- Learn to formulate research questions, and methods for research and analyze and synthesize material
- Develop 21st-century technological literacies and modalities needed for researching and composing
- Locate and evaluate primary and secondary materials, such as: journal articles and essays, books, scholarly and professionally established and maintained databases and archives, and informal electronic networks and internet sources.
- Learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material)
- Apply research to various genres and cite sources in American Psychological Association Style (APA) or Modern Language Association Style (MLA)

**Assessment**
- Use reflective learning strategies to self-assess and understand one's processes and products.
- Collaborate
- Integrate and act on critical feedback from peers and instructors
- Understand and examine critically the reasons behind writing conventions in fields and disciplines
Rhetoric & Composition 2 (RWS 1302) aims to develop further students’ rhetorical and critical thinking skills in order to facilitate effective written communication in educational, professional, and social contexts. Effective communication is based on awareness of and appreciation for diverse language practices as well as knowledge specific to the subject matter, genre, rhetorical strategy, racial and social justice, and writing processes.

The curriculum consists of these 5 modules:

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

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

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

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

5. **Multimodal Community Product/Tool:** Students will create a multimodal product or tool based on the needs of their community partner, organization, or a topic they are exploring. This is an individual assignment to be completed with classmates focused on a similar topic. The goal of this project is to synthesize the research and writing students have done and present it to their classmates and/or chosen community. **Instructor’s Note:** This will be an individual project and not a group project.

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

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


An e-book available through the UTEP Bookstore

UTEP First-Year Composition Handbook. (202).

UTEP Library Access: Review the Library Corner link provided in Blackboard
Additional readings will be posted on Blackboard or instructions will be provided for accessing them.

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

The next section consists of an overview of the course.

All Assignments reflect the following: Think of the coursework as an internship:
Course Focus: Become a Global Citizen in the 21st Century—
You will select a 21st issue in which you advocate, argue, and provide solutions to the issue you have selected.
To get some ideas on what it means to “Become a Global Citizen” review the website links.

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

Here are some additional websites about what to investigate and write about. These websites and examples of global issue/topic that even impacts local issues:

What Exactly Does it Mean to Be A ‘Global Citizen’?
https://www.globalcitizen.org/en/content/what-is-a-global-citizen/

Seven Steps to Become a Global Citizen: https://www.gviusa.com/blog/7-steps-to-become-a-global-citizen/

The Borgen Project: https://borgenproject.org/tag/global-issues/

Six Critical Global Issues: What are the World’s biggest problems and How can I help?
https://www.gviusa.com/blog/6-critical-global-issues-what-are-the-worlds-biggest-problems-and-how-i-can-help/

United Nations Foundation: Five Global issues to Watch in 2021:
https://unfoundation.org/blog/post/five-global-issues-to-watch-in-2021/

Also, check your local networks for additional current issues impacting society: NBC, ABC, CBS, CNN, MSNBC, BBC, NPR, PBS are some reliable networks that adhere to accurate information. You are more than welcome to explore these issues or other issues in which misinformation/disinformation is used to spread lies and confusion among a population. These are issues that are currently impacting Americans, you as students, and even on a global scale. These issues are mentioned because the advocacy conversation is great across the U.S. and the world and are worth examining as students of creating advocacy in their world.

You will need to submit your issue for my approval. All selected issues must be reflective of current situations and discussion on the impact of a community, and your role as “Becoming a Global Citizen” and advocate for your position. All sides of the issue must be addressed to prevent bias. All selected issues/topics must educate, advocate, and activate the action.
Some issues, for example, should probably not be examined because you may encounter sound peer-reviewed academic researched sources from the UTEP Library. I highly advise against the following issues/topics to write about: abortion, gun control, the death penalty, the use of marijuana, and euthanasia.

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

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

---

**Course Assignments and Grading**

**Grade Distribution (Students can earn a total of 1000 points for the course):**

<table>
<thead>
<tr>
<th>Total possible points 1000</th>
<th>1000-900 = A</th>
<th>899-800 = B</th>
<th>799-700 = C</th>
<th>699-600 = D</th>
<th>599 or below = F</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Modules</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Community Engagement Proposal</td>
<td>100</td>
</tr>
<tr>
<td>Module 2 Community Genre Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Module 3 Local Fieldwork</td>
<td>150</td>
</tr>
<tr>
<td>Module 4 Broader Community Study</td>
<td>150</td>
</tr>
<tr>
<td>Module 5 Multimodal Community Product/Tool</td>
<td>200</td>
</tr>
<tr>
<td>Participation: Discussions, Reflections, Quizzes</td>
<td>200</td>
</tr>
<tr>
<td>Scaffolding mini assignments</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>1000</td>
</tr>
</tbody>
</table>

***Note: Within each Module, there are scaffolding mini assignments. The total points above reflect the final product of the assignment.***

**Grading:** Your instructor will assign due dates for all and will provide you with detailed assignment sheets that describe expectations, constraints, and deadlines for each project. You are required to adhere to the terms of your instructor’s grading policy that is attached to this syllabus. This syllabus provides an overview of assignments for the class—specific assignment sheets are available in the (FYC e-Handbook), and specific guidelines will be discussed in Blackboard’s class lectures.
Course Delivery

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

***Note: For our online section, we meet in an asynchronous environment, which means we are not holding live sessions.

Quick Overview of the 5 Modules: A more detailed overview and instructions/guidelines will be posted within Blackboard folders.

Module 1: Community Engagement Proposal (CEP) 100 points

Breakdown:
Module 1: Community Engagement Proposal (CEP) (95 points)
Community Engagement Proposal: Students will explore issues and concerns in their communities (home, place of worship, civic, work, school) and will identify a problem connected with the community that they wish to study. Students will explain how their own interests, goals, and values align with the organization or agency's mission. This paper will take the form of a proposal or memo.

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

Scaffolding: Brainstorming of Research Topic. 5 pts. Go to the discussion thread.
Students will write a proposal (memo format) to identify the subject /issue/ topic they will be working with for the semester.
Include the following: The purpose of the CEP is to educate your audience, advocate for the issue/topic, and plan on how to activate the issue/topic within the community you want to address. This will be submitted to, approved, and graded by the instructor. Detailed guidelines will be provided in Blackboard. 5 points. Go to the discussion thread.

Scaffolding: Brainstorming resources—Identify problems

Module 2: Community Genre Analysis (CGA) (100 points)
Community Genre Analysis: Students will identify two distinct texts in different genres (written, visual, and/or oral) created by their organization or related to their selected issue. Students will write an explanatory genre analysis of the two texts and how they operate rhetorically. Students will engage in peer review activities during the writing process.
Module 3: Local Fieldwork (LF) (150 points)

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

There are four deliverables:
- Scaffolding: Part I: Extended Critical Annotated Bibliography (CAB1) with detailed references to include four research questions (CAB 1) (Part I): For consulting local and primary sources (CAB 2 will continue into Module 4)—need at least 4-5 sources
- Extended Critical Annotated Bibliography One: (CAB1) with detailed references to include four research questions Critical Annotated Bibliography to include four research questions for the issue/topic. Detailed guidelines will be provided in Blackboard. Students will submit FOUR research questions for approval and complete the citation analysis with a Critical Annotated Bibliography as an activity assignment to begin work on the Broader Community Study. Use APA style. Detailed guidelines will be provided in Blackboard. (50 points). Go to Assignments for submission.
- There is a peer-review session for this assignment. (10 points) Go to the discussion thread.
- Part II: Develop Ten Survey Questions based on the Four Research Questions (10 points). Embed into the final local fieldwork assignment.
- Part III: Conduct an Observation—original observation or use a video or audio clip as an observation. Embed into the final local fieldwork assignment.
- Part IV: Write a report discussing your findings on the primary research. Embed all primary research into the final local fieldwork assignment. (Make sure to review guidelines and instructions). The deliverables will be included as Appendixes and integrated within the report.

Module 4: Broader Community Study: (BCS) (150 points) —*review breakdown

*Broader Community Study: The broader community study will build upon students’ local research, extending it into a broader inquiry. Students have the option to change their focus. This project will incorporate secondary research in order to examine the societal impact of their chosen issue. This includes developing a larger list of sources and creating an evaluative annotated bibliography. (150 points)

Go to Assignments for submission.
There are two deliverables:
Part I: Scaffolding CAB 2: Research Proposal with Questions/with Extended Critical Annotated Bibliography Two: (CAB 2) For consulting secondary and tertiary sources. Revised Research Topic Proposal Memo for Semester (Memo format) This is the Research Proposal with Questions/with Extended Critical Annotated Bibliography. Students will write a proposal Memo format to identify the subject /issue/ topic they will be working with for the semester. This will be submitted to, approved, and graded by the instructor. Detailed guidelines will be provided in Blackboard.

Students will submit FOUR revised research questions for approval and complete the citation analysis with a Critical Annotated Bibliography as an activity assignment to begin work on the Broader Community Study. Use APA style. Detailed guidelines will be provided in Blackboard. **50 points** need at least 4-5 sources academic scholarly sources—secondary research

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

Go to Assignments for submission.

Module 5: Multimodal Community Product/Tool: (MCPT) (200 points) —*review breakdown

*Multimodal Community Product/Tool: Students will create a multimodal product or tool based on the needs of their community partner, organization, or a topic they are exploring. This can be an individual or group assignment to be completed with classmates focused on a similar topic. The goal of this project is to synthesize the research and writing students have done and present it to their classmates and/or chosen community. (100 points)

There are two deliverables:

**Deliverable #1**

Part I: Scaffolding: Multimodal Community Product/Tool Outline Activities Storyboard layout for the MCPT (Decide what you want to include) Students will submit an outline to show the persuasive purpose and argumentative structure for the project. Complete the persuasive purpose worksheet, the developing reasons for advocacy, and gather evidence to support reasons. Detailed guidelines will be provided in Blackboard. **10 points**. Go to Assignments for submission.

Part II: Complete Multimodal Product/Tool (100 points)

**Deliverable #2**

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

Part I: Online Class Presentation: Infograph(ic) Flyer Presentation with Reflection on Advocacy Issue: Students will create an infograph(ic) to present their advocacy issue to
electronically to classmates. The instructor will grade the infographic 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 the discussion thread.

*Part II: Online Class Presentation: Debriefing: Executive Summary of Issue with Questions/Answers Session:* It is now time to present your findings to the class. This online presentation has three components. **First:** Write an executive summary (no more than one page single-spaced or 500 words) on your issue/topic and include the research questions investigated in your previous modules. Then post the executive summary under the discussion forum (or as your instructor assigns). **Second:** Every student in the class will post 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 the discussion thread.**

**Participation in the Online Class Environment:** Because this is a 100 % online class, participation online is mandatory. The activities included in this category ensure that students learn the material and help them to compose effective projects. This score will include entries, attendance, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. **200 points.**

**Here is the breakdown of participation points:**

**Keeping a Research Reflection Journal (RRJ):** The purpose of reflections is to provide you with furthering your research and to think about what direction to take the issue/topic.  
Five RRJ Entries (5) @ 20 points each. **100 points**

**Weekly Discussions (Reader Response Discussions RRD):** The purpose of reader response discussions is to make connections to the concepts discussed in the readings for that week.  
Ten Entries (10) @ 10 points each. **100 points**

**Scaffolding mini assignments= 100 points total (breakdown below)**

**Quizzes:** The purpose of weekly quizzes is to help you synthesize what you have learned from the reading material. Make sure to read the guidelines from with the quiz section.  
Ten Quizzes (10) @ 5 points each. **50 points**
Online Collaboration = **50 points**

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

For the following Modules:

#2 CGA=10 pts.;
#3/4 Scaffolding: Part I: CAB= 10 pts.;
#4 Draft of BCS =10 pts.;
#5 Draft of MCPT for the infographic and reflection= 10 pts.;
#3 Local Fieldwork Creating Survey Questions for Primary Research= 10 pts.

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

---

**Administrative Components of the Course:**

**University and Instructor Policies**

---

**Course Delivery**

In spring 2022, RWS 1302 will be held primarily face-to-face on campus. There are a few sections that are designated as online. Those classes may meet synchronously or asynchronously through Blackboard. Whether face-to-face, online, or hybrid, the course is designed to engage students through discussions with your classmates and instructor using Blackboard (Bb). In order to succeed in the course, you will need to have regular use of the internet and a stable connection regardless of whether your class meets face-to-face, hybrid, or fully online. Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer. If you don't have a computer or reliable internet at home, the university can help you with resources: [Technology Support - UTEP](https://www.utep.edu/technologysupport/learningremotely.html).

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

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](https://www.utep.edu/technologysupport/) as they are trained specifically in assisting with technological needs of students.

Students can prepare by taking the Blackboard Student Orientation ([https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html](https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html)) and the [Student Resources Page](https://www.utep.edu/technologysupport/).
Note: The University has laptops and WIFI hotspots available for students. They can get the forms to apply for these at https://www.utep.edu/technologysupport/learningremotely.html.

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

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

Course Delivery of Course:
All the course content will be delivered via Blackboard. To access Blackboard from UTEP homepage, students can access Blackboard by the steps outlined below:
- Go to http://my.utep.edu
- Login is e-mail ID. Password is e-mail password.
- Click on the link to Blackboard

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

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

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

Students can also prepare by taking the Blackboard Student Orientation (https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html)
Technology and RWS 1302: Instructor’s Note.
Let me know early on if you are experiencing technical difficulties or technology issues.
In order to help students, have a more positive experience in RWS 1302 and with completing its multimedia course work requirements, keep in mind the following:

1. **Get access:** This course makes heavy use of technology and multimedia. It is strongly recommended that students have access to the Internet from home and are comfortable using a computer, and the software needed for some assignments. **Remember:** The University has laptops and WIFI hotspots available for students. They can get the forms to apply for these at [https://www.utep.edu/technologysupport/learningremotely.html](https://www.utep.edu/technologysupport/learningremotely.html).

2. **Use time management:** A great deal of work will be done online, and not having access to a computer will not be an excuse for incomplete or late assignments. Technology problems are also not an excuse for work that is late or missing. Students need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with technology problems, as well as time for revision if needed.

3. **Be prepared and flexible.** Murphy’s Law: “Anything that can go wrong will go wrong.” Expect that at some time, the network will be down, computers will go on the fritz, or some other small catastrophe will occur. If students are prepared ahead of time, they can go to plan B.

4. **Don’t freak out.** If there are situations or issues that prevent students from completing coursework, reach out to your instructor, and keep her in the loop.

---

**Submitting Work:** All work will be submitted through our Blackboard course shell. Since Blackboard comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA format unless directed otherwise. Microsoft Word is available to students through the Office 365 Cloud. Go to “My UTEP” page: Go to the Technology section and click on “OneDrive for Business” to access apps.

We will be using APA style for the course. This way, we are all on the same page as far as using a citation style. Most disciplines require APA citation format. However, sometimes you will need to use MLA citation style, so you will have to learn this additional style on your own, as needed for future courses.

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

**Project Format:** Use APA style: All projects must be word-processed and saved as a (doc. or docx.) file. They should be in 12 pt. font-- have one-inch margins, and be double-spaced. Use a font style that is easily readable like Times New Roman, Arial, or Georgia. (Do not use Courier style). Note: If you prefer to use MLA style that is fine, but make sure not to mix styles.
Due Dates for Major Assignments: All major assignments will be due on Sundays at midnight.

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

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

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

Group Assignments: Group work is a common practice for academic and workplace projects. Group assignments are valuable because they help students work together for a common goal. Students who are not doing their group work can be voted off of their groups and will have to complete the project on their own. Blackboard assignments are to be posted when due. Upload your work in a timely manner.

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

Peer-Review Rough Drafts: Part of the participation grade will include the submission of rough drafts. In order to get the most useful feedback, rough drafts should be completed projects. They must also be submitted before or on the due date.

Peer-Review Rough Draft Feedback: On the rough drafts, students will receive marginal comments as well as comments at the end of the project. The purpose of this feedback is: To be sure that the project is on the right track: that it meets the requirements of the assignment. To comment on the "big issues." Students will receive comments based on the most important elements of the assignment. Addressing these concerns should help students write a more effective project. The comments will NOT focus on grammar and such—so it is a good idea to get additional help from the Writing Center for this.
**Participation:** As your instructor, I want you to know that your individual participation, as well as group participation in our online course is very important. The online discussions take the place of a face-to-face environment. Lively discussions are welcomed (refer to the Netiquette guidelines below). This is what I expect from our online conversations and discussions:

Participation in the online environment includes the following:

- Students should be prepared to participate in online discussions in reference to textbook material, and to the reflection discussions;
- Participate in peer-review sessions, post and respond promptly to classmates’ documents, and incorporate the rhetorical strategies and processes used to complete the projects;
- Answer discussion prompts completely;
- Reply to classmates’ posts in a timely manner;
- Stay on task on a weekly basis, in other words, be present in the online environment; and,
- Ask questions, when not sure of what is expected in an assignment or discussion.

---

**Classroom Etiquette and Netiquette:**

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

- Debate, critical inquiry, and intellectual diversity are essential elements to higher education and a process of learning. There is the potential during this course for controversial and sensitive topics to be discussed during small group or whole class interaction (whether face-to-face or online), and to surface through discussion board postings. You are expected to demonstrate respect and courtesy for your peers and instructor when they express differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be permitted. Angry displays, whether in writing, online postings, or in class discussions will be handled as disruptions to the wellbeing of the class and responded to as negative participation.
- As a general rule: always consider audience, in class and online. As Virginia Shea writes in *Netiquette*, the first, or “golden,” rule of online practice is to “Remember the human.” Remember that members of the class and the instructor will be reading your postings. When reacting to someone else’s message (verbal or written), address the ideas, not the person and post only what anyone would comfortably state in a F2F situation.
- Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for your RWS classmates and instructor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).
- Treat each other with respect. I will not tolerate obscenities and disrespect to fellow classmates, guest speakers or to me. I will ask you to leave the classroom if this occurs.
First-Year Composition Program

also reserve the right to drop you from the course if you are preventing others from learning because of your face-to-face and/or online classroom disruptions.

- Title IX: [https://www.utep.edu/titleix/](https://www.utep.edu/titleix/) --Make sure to read the new reporting requirement by all UTEP Employees: [https://www.utep.edu/titleix/bulletins/bulletin-092517.html](https://www.utep.edu/titleix/bulletins/bulletin-092517.html)

---

**University and Program Policies**

**FYC Class Attendance Policy:** According to UTEP’s [Curriculum and Classroom Policies](https://www.utep.edu/curriculum/classroom-policies): The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course-drop deadline or with a grade of F after the course-drop deadline.

Please consult UTEP’s [Curriculum and Classroom Policies](https://www.utep.edu/curriculum/classroom-policies) for more information regarding Excused Absences for University-Recognized Activities, Absence for Religious Holy Days, and Military Leave.

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

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

***For Face-to-Face Classes:***

Students are entitled to a single week of unexplained absences without penalty (for example, 3 classes missed in a three-times-a-week class, 2 classes missed in twice-a-week class, 1 class missed in a once-a-week class).

After 2 total weeks of absence (not necessarily consecutive classes) the student’s grade is lowered by a full letter (A becomes B, etc.).

After 3 total weeks of absence (not necessarily consecutive), the student is automatically dropped from class.

Missing a scheduled conference with the instructor constitutes an absence.

**NOTE:** ***This is for Face-to-Face classes: As your instructor, I have provided an online Zoom live session option if you are sick and cannot attend class. However, you are only afforded FOUR live online Zoom sessions. Additional online class sessions must be approved by me. Otherwise, you will be counted absent.***
***For Hybrid courses:
The attendance policy for hybrid courses aligns with the structure for face-to-face courses with each missed weekly class meeting constituting an absence from a week of class. The program recommends that the student contact the instructor to discuss the attendance policy and how it applies in cases in which it is not possible to attend a weekly class meeting while continuing to maintain robust participation in-class activities. [see also online courses]

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

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

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

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

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

**Academic Integrity:** The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs. Visit the Office of Student Conduct and Conflict Resolution page for more information on Academic integrity.

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

**University Writing Center:** UTEP’s University Writing Center (UWC) offers free writing tutoring assistance for all UTEP students. The tutors are undergraduate and graduate students who can help with all parts of a writing assignment, including prewriting, organizing, revising, and editing. They can also help to understand any writing assignment and help work on comprehending difficult textbook material. Go to University Writing Center - UTEP to make an appointment with a writing center consultant.

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

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

---

### Course Support Resources

<table>
<thead>
<tr>
<th></th>
<th>Phone</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title IX</td>
<td>915-747-8358</td>
<td>Institutional Compliance</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>915-747-5648</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>UTEP Health &amp; Wellness Center</td>
<td>915-747-5624</td>
<td><a href="https://www.utep.edu/chs/shc/studenthealth@utep.edu">https://www.utep.edu/chs/shc/studenthealth@utep.edu</a></td>
</tr>
<tr>
<td>UTEP Police Department</td>
<td>915-747-5611</td>
<td><a href="https://www.utep.edu/police/police@utep.edu">https://www.utep.edu/police/police@utep.edu</a></td>
</tr>
<tr>
<td>Counseling and Psychological Services</td>
<td>915-747-5302</td>
<td><a href="https://www.utep.edu/student-affairs/counsel/caps@utep.edu">https://www.utep.edu/student-affairs/counsel/caps@utep.edu</a></td>
</tr>
</tbody>
</table>
### Important Dates for this Semester: Spring 2023

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td>Spring Classes Begin</td>
</tr>
<tr>
<td>January 17-20</td>
<td>Late Registration (Fees are incurred)</td>
</tr>
<tr>
<td>February 1</td>
<td>Spring Census Day: Note: This is the last day to register for classes. Payments are due by 5:00 p.m.</td>
</tr>
<tr>
<td>March 13-17</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 30</td>
<td>Spring Drop/Withdrawal Deadline</td>
</tr>
<tr>
<td></td>
<td>Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.</td>
</tr>
<tr>
<td>March 31</td>
<td>Cesar Chavez Holiday—No classes</td>
</tr>
<tr>
<td>April 7</td>
<td>Spring Study Day</td>
</tr>
<tr>
<td>May 4</td>
<td>Spring- Last Day of Classes</td>
</tr>
<tr>
<td>May 5</td>
<td>Dead Day</td>
</tr>
<tr>
<td>May 8-12</td>
<td>Spring Final Exams Check the UTEP finals week calendar for your course</td>
</tr>
</tbody>
</table>

Visit [https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html](https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html) for important dates.
First-Year Composition Program

Course Schedule

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

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

The following is a recap:
All Assignments reflect the following: Think of the coursework as an Internship:
Course Focus: Become a Global Citizen in the 21st Century—You will select a 21st issue in which you advocate, argue, and provide solutions to the issue you have selected.
To get some ideas on what it means to “Become a Global Citizen” review the website links.

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

Here are some additional websites about what to investigate and write about. These websites and examples of global issue/topic that even impacts local issues:

Review the following websites to select your issue/ topic:
The Global Poverty Project
http://www.globalpovertyproject.com/
Global Citizen: Extreme Poverty The Global Poverty Project
http://www.globalpovertyproject.com/advocacy/
What Exactly Does it Mean to Be A ‘Global Citizen’?
https://www.globalcitizen.org/en/content/what-is-a-global-citizen/

Seven Steps to Become a Global Citizen: https://www.gviusa.com/blog/7-steps-to-become-a-global-citizen/

The Borgen Project: https://borgenproject.org/tag/global-issues/

Six Critical Global Issues: What are the World’s biggest problems and How can I help?
https://www.gviusa.com/blog/6-critical-global-issues-what-are-the-worlds-biggest-problems-and-how-i-can-help/

United Nations Foundation: Five Global issues to Watch in 2021: 
https://unfoundation.org/blog/post/five-global-issues-to-watch-in-2021/

Also, check your local networks for additional current issues impacting society: NBC, ABC, CBS, CNN, MSNBC, BBC, NPR, PBS are some reliable networks that adhere to accurate information. You are more than welcome to explore these issues or other issues in which misinformation /disinformation is used to spread lies and confusion among a population. These are issues that are currently impacting Americans, you as students, and even on a global scale. These issues are mentioned because the advocacy conversation is great across the U.S. and the world and are worth examining as students of creating advocacy in their world.

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

Some issues, for example, should probably not be examined because you may encounter sound peer-reviewed academic researched sources from the UTEP Library. I highly advise against the following issues/topics to write about: abortion, gun control, the death penalty, the use of marijuana, and euthanasia.

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

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

### Week One
**January 17-January 22**

- **Class Introductions**: Review Ready for Online Learning (Located under Blackboard Tutorials)
- **Review Blackboard course**: Take the Blackboard Student Orientation ([https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html](https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html))
- **Select a topic**: Buy textbooks and begin reading.
- **EAA Reader**: Begin skimming/reading the following:
  - Chapter 1—Thinking Rhetorically
  - Chapter 2—Engaging Respectfully with Others
  - Chapter 3—Rhetorical Situations
  - Chapter 4—Meeting the Expectations of Academic Writing
  - Chapter 6—Reading Rhetorically Writing
  - Chapter 8—Distinguishing Facts from Misinformation
  - Chapter 11 Choosing Genres
  - Chapter 17—Making a Proposal/“Here’s What I Recommend”
  - Chapter 27—Giving Credit, Avoiding Plagiarism
  - Chapter 28—MLA Style
  - Chapter 29—APA Style
  - Chapter 30—What’s Your Style
  - Chapter 31—Mixing Languages and Dialects
  - Chapter 35—Writing in Multiple Modes
  - Additional chapters will be announced in Blackboard

**FYC e-Handbook**:
- Read the Indigenous Land Acknowledgment Statement (v-vii)
- First-Year Composition at UTEP (viii-x)
- Course Objectives & ON Writing Block (xi-xiii)
- *RWS 1302 Section Introduction (195-196)
- Read Module #1 Section
- Read Module #2 Section
- Complete sections (195-288)

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

### Community Engagement Proposal in Blackboard

- **Review PDF handout on Developing Research Question**
- **Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard**: [http://guides.library.harvard.edu/sixreadinghabits](http://guides.library.harvard.edu/sixreadinghabits)
- **Work in Progress**: Begin Storyboarding your Multimodal Community Product/Tool (design it throughout the semester)
<table>
<thead>
<tr>
<th>16 – Week Course</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</th>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Two</td>
<td>Complete: Module 1 Community Engagement Proposal</td>
<td>EAA Reader: Begin skimming/ reading the following: Chapter 6—Reading Rhetorically Chapter 7—Annotating, Summarizing, Responding Chapter 9—Managing the Writing Process Chapter 10—The Need for Collaboration Review Chapter 11 Choosing Genres Chapter 14—Writing Analytically/ Let’s Take a Closer Look Chapter 21: Finding Sources/ Online, at the Library, in the Field Chapter 23—Evaluating Sources Chapter 24 Annotating a Bibliography Chapter 25—Synthesizing Ideas Chapter 26—Quoting, Paraphrasing, Summarizing Review: Chapter 31—Mixing Languages and Dialects Chapter 35—Writing in Multiple Modes Additional chapters will be announced in Blackboard <strong>FYC e-Handbook: Community Genre Analysis</strong> Read Module #2 Section Read Module #3 Section Read Module #4 Section Review PDF handout on Developing Research Question</td>
<td>M: Check what is due this week. Read.</td>
</tr>
<tr>
<td>January 23-January 29</td>
<td>Begin: Module 2 Community Genre Analysis (CGA); Selecting &amp; Drafting CGA; Developing Research Questions for Research Topic</td>
<td><strong>FYC e-Handbook: Community Genre Analysis</strong> Read Module #2 Section Read Module #3 Section Read Module #4 Section Review PDF handout on Developing Research Question</td>
<td>T: Catch up time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>W: Reader Response Discussion #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>R: Quiz on EAA Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>F: Research Reflection Journal (RRJ)#2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S: Catch up time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>S: Complete: Module 1 Community Engagement Proposal:</strong> (use memo proposal format) Respond to classmates Reader Response #2 <strong>Work in Progress:</strong> Begin Storyboarding your Multimodal Community Product/Tool (design it throughout the semester)</td>
</tr>
<tr>
<td>Week Three</td>
<td>Discussion Class Topics</td>
<td>Preliminary Textbook Reading Material</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>January 30-February 5</td>
<td>Develop Citation Analysis with Extended Critical Annotated Bibliography (CAB)</td>
<td><strong>EAA Reader:</strong> Begin skimming/reading the following:</td>
<td>M: No class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Chapter 7—Annotating, Summarizing, Responding</td>
<td>Labor Day;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 10—The Need for Collaboration</td>
<td>Catch up day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 15—Reporting Information/‘Just the Facts’</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 16—Writing a Review/“Two Thumbs Up”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 20—Starting Your Research/Joining the Conversation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 21: Finding Sources/Online, at the Library, in the Field</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 22—Keeping Track/Managing Information Overload</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review: Chapter 31—Mixing Languages and Dialects</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional chapters will be announced in Blackboard</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>FYC e-Handbook:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Module #3 Section</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Module #4 Section</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional: Online Readings /PDF Handouts: Additional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional Websites:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Purdue OWL APA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://owl.english.purdue.edu/owl/resource/560/01/">https://owl.english.purdue.edu/owl/resource/560/01/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Discussion of Literature Review of Research on Critical Needs…..</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=13h4sB9lYMk">https://www.youtube.com/watch?v=13h4sB9lYMk</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Websites:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=PkcHstP6Ht0">https://www.youtube.com/watch?v=PkcHstP6Ht0</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Purdue OWL APA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://owl.english.purdue.edu/owl/resource/560/01/">https://owl.english.purdue.edu/owl/resource/560/01/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch Public Discussion of Literature Review of Research on Critical Needs…..</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=13h4sB9lYMk">https://www.youtube.com/watch?v=13h4sB9lYMk</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>S:</strong> Post Draft to Peer-Review #1 for CGA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respond to classmates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reader Response #3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>R:</strong> Quiz on EAA Readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Catch up time (available for online conferences to discuss assignment)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>F:</strong> Catch up time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(available for online conferences to discuss assignment)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>S:</strong> Catch up time</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(available for online conferences to discuss assignment)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>W:</strong> Reader Response</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion #3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>T:</strong> Select Two Genres in your selected topic/issue</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>M:</strong> No class</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Labor Day; Catch up day</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Labor Day; Catch up day</td>
<td></td>
</tr>
<tr>
<td>Week Four</td>
<td>Discussion Class Topics</td>
<td>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</td>
<td>Assignments DUE</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| **Module 3 Local Fieldwork** | | EAA Reader: Begin skimming/reading the following: Review Chapter 2—Joining the Conversation Chapter 13—Writing a Narrative Review Chapter 15—Reporting Information/’Just the Facts’ Review Chapter 20—Starting Your Research/Joining the Conversation Review Chapter 21: Finding Sources/Online, at the Library, in the Field Review Chapter 22—Keeping Track/Managing Information Overload Chapter 23—Evaluating Sources: Chapter 24—Annotating a Bibliography Chapter 26—Quoting, Paraphrasing, Summarizing Review Chapter 27—Giving Credit, Avoiding Plagiarism Review Chapter 28—MLA Style Review Chapter 29—APA Style Review Chapter 30—What’s Your Style Review Chapter 31—Mixing Languages and Dialects Additional chapters will be announced in Blackboard | **M:** Catch up time  
**T:** Complete response to classmates’ Peer-Review CGA drafts-Writer revise as needed  
**W:** Reader Response Discussion #4  
**R:** Quiz on EAA Readings (available for online conferences to discuss assignment)  
**F:** Catch up time  
**S:** Catch up time  
**S:** Module 2: Community Genre Analysis Final |
<p>| <strong>February 6-February 12</strong> | Complete: Begin Module 3 Local Fieldwork Peer-Review Process; Complete CGA; Creating Surveys | | |</p>
<table>
<thead>
<tr>
<th>Week Course</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material</th>
<th>Assignments DUE</th>
</tr>
</thead>
</table>
| Week Five February 13-February 19 | Begin: Module 4 Broader Community Study  
CAB  
Review APA In-text Citation; and Reference; | EAA Reader: Begin skimming/reading the following:  
Review Chapter 6—Reading Rhetorically  
Review Chapter 7—Annotating, Summarizing, Responding  
Review Chapter 8—Distinguishing Facts from Misinformation  
Review Chapter 9—Managing the Writing Process  
Chapter 12—Arguing a Position  
Chapter 14—Writing Analytically/"Let’s Take a Closer Look”  
Review Chapter 15—Reporting Information/"Just the Facts”  
Review Chapter 20—Starting Your Research/Joining the Conversation  
Chapter 32—How to Craft Good Sentences  
Chapter 33—Editing the Errors that Matter  
FYC Handbook: FYC Handbook: Module 3 Local Fieldwork  
FYC e-Handbook: RWS 1302 Section  
Read Module #3 Section (pay close attention to the student samples: I will provide additional guidelines for this module).  
Read Module #4 Section  
Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module.  
Additional Website links in Blackboard | M: Catch up time  
T: Post: Survey Questions to discussion link  
W: Reader Response Discussion #5  
R: Upload Draft for Peer-Review #2: (CAB1), with sentence outline: For consulting local and primary sources  
F: Research Reflection Journal (RRJ)#3  
S: Catch up time  
S: Complete response to classmates’ Peer-Review drafts—Writer revise as needed |
<table>
<thead>
<tr>
<th>16 – Week Course</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material</th>
<th>Assignments DUE</th>
</tr>
</thead>
</table>
| Module 4 Broader Community Study | Revise CAB Review Responses from Survey: Develop Broader Community Study | EAA Reader: Begin skimming/reading the following:  
Chapter 16—Writing a Review/"Two Thumbs Up"  
Chapter 18—Analyzing and Constructing Arguments  
Chapter 19—Strategies for Supporting an Argument  
Review Chapter 20—Starting your Research/Joining the Conversation  
Review Chapter 21—Finding Sources/Online, at the Library, in the Field  
Review Chapter 23—Evaluating Sources:  
Review Chapter 24—Annotating a Bibliography  
Chapter 25—Synthesizing Ideas  
Review Chapter 31—Mixing Languages and Dialects  
Chapter 34—Designing What You Write  
Chapter 35—Writing in Multiple Modes  
Chapter 36—Making Presentations  
Chapter 37—Assembling a Portfolio  
Chapter 38—Publishing Your Writing | |
| Week Six | | Additional chapters will be announced in Blackboard | M: Catch up time |
| February 20-February 26 | | FYC e-Handbook: RWS 1302 Section  
Read Module #4 Section (pay close attention to the student samples: I will provide additional guidelines for this module).  
Read Module #5 Section  
Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module.  
Additional Website links in Blackboard | T: Complete response to all classmates  
Survey Questions to discussion link |
| | | 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 | W: Reader Response Discussion #6 |
<p>| | | | R: Quiz on EAA Readings |
| | | | F: Research Reflection Journal (RRJ)#4 |
| | | | S: Catch up time |
| | | | S: Respond to classmates Reader Response #5 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material</th>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven</td>
<td>Incorporation of survey questions and image selection for Local Fieldwork</td>
<td><strong>EAA Reader:</strong> Begin skimming/reading the following: Review Chapter 2—Engaging Respectfully with Others; Review Chapter 3—Rhetorical Situations Review Chapter 10—The Need for Collaboration Review Chapter 15—Reporting Information Review Chapter 31—Mixing Languages and Dialects Chapter 24—Designing What You Write Chapter 34—Designing What you Write Chapter 35—Writing in Multiple Modes Chapter 36—Making Presentations Chapter 37—Assembling a Portfolio Chapter 38—Publishing Your Writing Review any of the past chapters to help with this week’s discussions and assignments</td>
<td>M: Catch up time</td>
</tr>
<tr>
<td>February</td>
<td></td>
<td><strong>FYC e-Handbook: RWS 1302 Section</strong> Read Module #4 Section (pay close attention to the student samples: I will provide additional guidelines for this module). <strong>Read Module #5 Section</strong> Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module. Additional Website links in Blackboard <strong>Additional:</strong> 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</td>
<td>T: Catch up time</td>
</tr>
<tr>
<td>March</td>
<td></td>
<td></td>
<td>W: Reader Response Discussion #7</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td><strong>R:</strong> Quiz on EAA Readings (available for online conferences to discuss assignment)</td>
<td>F: Catch up time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S: Catch up time</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S: Module 3 Local Fieldwork</td>
</tr>
<tr>
<td>Week</td>
<td>Course</td>
<td>Discussion Class Topics</td>
<td>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</td>
</tr>
<tr>
<td>----------</td>
<td>--------</td>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Week Eight |        | Peer Review: Editing and Revising; check APA | **EAA Reader:** TBA  
Review any of the past chapters to help with this week’s discussions and assignments  
Chapter 34—Designing What You Write  
Chapter 35—Writing in Multiple Modes  
Chapter 36—Making Presentations  
Chapter 37—Assembling a Portfolio  
Chapter 38—Publishing Your Writing | **M:** Catch up time—use this week to work and complete Module 4 |
| March 6  |        |                          | **FYC e-Handbook:** RWS 1302 Section  
Read Module #4 Section (pay close attention to the student samples: I will provide additional guidelines for this module).  
Read **Module #5 Section**  
Use the **FYC e-Handbook** to help you center yourself with the Module’s purpose and what to think about as you address the module.  
Additional Website links in Blackboard | **W:** Reader Response Discussion #8 |
| March 12 |        |                          | **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 | **R:** Quiz on EAA Readings |
<p>| Spring Break |      |                          | <strong>F:</strong> Catch up time |                      |
| March 13-17 |    |                          | <strong>S:</strong> Catch up time |                      |
|           |        |                          | <strong>S:</strong> Respond to classmates Reader Response #7 |                      |</p>
<table>
<thead>
<tr>
<th>16 – Week Course</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</th>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 5 Multimodal Community Product/Tool</strong></td>
<td><strong>Week Nine</strong> March 20- March 26</td>
<td><strong>Begin:</strong> Module 5 Multimodal Community Product/Tool Visual Rhetoric Outline-Storyboard for Multimodal Community Product/Tool</td>
<td><strong>M:</strong> Catch up time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional chapters will be announced in Blackboard Review any of the past chapters to help with this week’s discussions and assignments</td>
<td><strong>W:</strong> Reader Response Discussion #9</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Module 5 Multimodal Community Product/Tool</strong> FYC e-Handbook: RWS 1302 Section Read Module #5 Section Use the FYC e-Handbook to help you center yourself with the Module’s purpose and what to think about as you address the module. Additional Website links in Blackboard</td>
<td><strong>R:</strong> Quiz on EAA Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional: Online Readings /PDF Handouts: Additional Additional: Online Readings /PDF Handouts: Infograph(ic) Flyer examples</td>
<td><strong>F:</strong> Catch up time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S: Catch up time</td>
<td><strong>S:</strong> DUE: Located under assignments: <strong>Scaffolding:</strong> Multimodal Community Product/Tool Outline Activities Storyboard layout for the MCPT (Decide what you want to include)</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Discussion Class Topics</td>
<td>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</td>
<td>Assignments DUE</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| March 27-April 2 | Infographics, and Design; Presentation | **EAA Reader:** Begin skimming/reading the following:  
Chapter 5—Writing and Rhetoric in the Workplace  
Review Chapter 15—Reporting Information  
Review Chapter 31—Mixing Languages and Dialects  
Review Chapter 34—Designing What You Write  
Review Chapter 35—Writing in Multiple Modes  
Additional chapters will be announced in Blackboard  
Review any of the past chapters to help with this week’s discussions and assignments  

**Module 5 Multimodal Community Product/Tool**  
**FYC e-Handbook:** RWS 1302 Section  
Read Module #5 Section  
Use the **FYC e-Handbook** to help you center yourself with the Module’s purpose and what to think about as you address the module.  
Additional Website links in Blackboard  
Infographics by Nathaniel Rivers:  
http://www.nathanielrivers.org/infographics/  
Infographic software:  
Piktochart: https://piktochart.com/  
Canva: https://www.canva.com/  
Venngage: https://venngage.com/  
Additional Website links in Blackboard  

M: Catch up time  
use this week to revise and complete Module 4  

T: Complete response to classmates’ Peer-Review drafts—Writer revise as needed  
W: Reader  
Response  
Discussion #10  
R: Catch up time  
(available for online conferences to discuss assignment)  
F: Catch up time  
S: Catch up time  
S: Module 4 Broader Community Study
### 16 – Week Course:

#### Week Eleven

**April 3 - April 9**

**Discussion Class Topics**: Multimodal Arguments

**Preliminary Textbook Reading Material**

**EAA Reader**: TBA
- Additional chapters will be announced in Blackboard
- Review any of the past chapters to help with this week’s discussions and assignments

**FYC Handbook**: TBA in Blackboard
- Additional Website links in Blackboard

**View**: Peer-Review #4 Draft of MCPT
- 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.

**Assignments DUE**

- **M**: Catch up time
- **T**: Catch up time
- **W**: Catch up time
- **R**: Catch up time
- **F**: Research Reflection Journal (RRJ)#5
- **S**: Catch up time
- **S**: Upload a draft for Peer-Review #4: Draft of Presentation of the MCPT (Infographic/with reflection)
- Continue working on Multimodal Community Product/Tool
<table>
<thead>
<tr>
<th>16 – Week Course</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</th>
<th>Assignments DUE</th>
</tr>
</thead>
</table>
| Week Twelve | Multimodal Arguments continued | **EAA Reader:** TBA  
Additional chapters will be announced in Blackboard  
Review any of the past chapters to help with this week’s discussions and assignments  
**FYC Handbook:** TBA in Blackboard  
Additional Website links in Blackboard  
**View:** Reflection Research Journal (RRJ) Discussion Thread #5 | **M:** Catch up time-use this week to complete Multimodal Community Product/Tool  
**T:** Catch up time  
**W:** Reader Response Discussion #8  
**R:** Quiz on EAA Readings  
**F:** Catch up time  
**S:** Catch up time  
**S:** Presentation: Infographic: / with Reflection Essay (Part I)  
Respond to classmates Reader Response #8 |
<table>
<thead>
<tr>
<th>16 – Week Course</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</th>
<th>Assignments DUE</th>
</tr>
</thead>
</table>
| Week Thirteen | Online Presentations Multimodal Community Product/Tool | **EAA Reader:** TBA Additional chapters will be announced in Blackboard Review any of the past chapters to help with this week’s discussions and assignments  
**FYC Handbook:** TBA in Blackboard Review PDF handout on Executive Summary Additional Website links in Blackboard  
**View:** Executive Summary Discussion | M: Catch up time  
T: Catch up time  
W: Catch up time  
R: Quiz on EAA Readings extra credit  
F: Catch up time  
S: Catch up time  
S: Module 5: Multimodal Community Product/Tool |
<table>
<thead>
<tr>
<th>16 – Week Course</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</th>
<th>Assignments DUE</th>
</tr>
</thead>
</table>
| **Week Fourteen**<br>April 24- April 30 | Debriefing with Executive Summary | **EAA Reader:** TBA  
Additional chapters will be announced in Blackboard  
Review any of the past chapters to help with this week’s discussions and assignments  
Additional Website links in Blackboard  
Review PDF handouts on Executive Summary  
Helpful websites on executive summaries:  
USC Libraries: Research Guides: [http://libguides.usc.edu/writingguide/executivesummary](http://libguides.usc.edu/writingguide/executivesummary)  
**View:** Debriefing: Executive Summary of Advocacy Issue Q & A Session (post questions) | **M:** Catch up time  
**T:** Module 5: Multimodal Community Product/Tool  
Part III: (Final Product/Tool) Assignment #5  
**Part II:** Executive Summary Post to Discussion Board  
**W:** Catch up time  
**R:** Quiz on EAA Readings  
**F:** Catch up time  
**S:** Catch up time  
**S:** **Part II:** Ask a question to all classmates who posted an Executive Summary Debriefing |
<table>
<thead>
<tr>
<th>16 – Week</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material</th>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Fifteen</td>
<td>Debriefing with Executive Summary</td>
<td>EAA Reader: TBA Additional chapters will be announced in Blackboard Review any of the past chapters to help with this week’s discussions and assignments</td>
<td>M: Catch up time</td>
</tr>
<tr>
<td>May 1- May 4 (Last day of class)</td>
<td></td>
<td>FYC Handbook: TBA in Blackboard Additional Website links in Blackboard</td>
<td>T: Complete: Part II: Each author replies to each question. Answer all questions from classmates from the Executive Summary Debriefing</td>
</tr>
<tr>
<td>Dead Day: May 5</td>
<td></td>
<td>View: Debriefing: Executive Summary of Advocacy Issue Q &amp; A Session (respond to each Question)</td>
<td>W: Catch up time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>View: Post Project Reflection Discussion Thread</td>
<td>R: Last day of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Online Course Evaluations sent to your UTEP email</td>
<td>F: Dead Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>S: Check to make sure all work has been submitted.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16 – Week</th>
<th>Discussion Class Topics</th>
<th>Preliminary Textbook Reading Material</th>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Sixteen</td>
<td>Finals</td>
<td>View: Your Grade book</td>
<td>Finals week: Check all of your scores</td>
</tr>
<tr>
<td>Final Exams: May 8- May 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>