RWS 3365 meets Face to Face

Course: RWS 3365: Advanced Composition Rhetorical Theory
CRN Section: 24223
Course Theme: The Study of Propaganda Studies in Rhetorical Theory
Course Dates: January 18, 2022-May 05, 2022 (May 9-13 spring final exams)
Time: 10:30 a.m.-11:50 a.m.
Day: Tuesdays & Thursdays
Location: UGLC 234 and Online: Blackboard Platform
Instructor: Esther Solis Al-Tabaa
Office: Hudspeth 211 (All Online sections only available to meet online)
Online Office: (Available only online under Blackboard’s Instructor’s Office, and
Online office hours using Blackboard Collaborate Ultra)

UTEP E-mail: eal-tabaa@utep.edu
Online Office: (Available only online under Blackboard’s Instructor’s Office, and
Online Office Hours using Blackboard Collaborate Ultra)
Face-to-Face Office Hours: Thursdays 10:00 a.m. to 10:20 a.m.; 11:55 a.m.-12:30 p.m.
(Locations: HUD 211, and/or outside of Hudspeth Hall on the lawn)

UTEP E-mail: eal-tabaa@utep.edu
Online Office Hours: Monday & Wednesday from 11:00 a.m. – 2:00 p.m. Mountain Standard
Time. (I will be logged into our Blackboard Collaborate Ultra during this time). BCU is
available for audio and or video use.

Also, I am available by online appointment- use the online Blackboard platform email
function to communicate. I will respond within 24 hours

Backup for communication:
If for some reason Blackboard is down send me an email through my UTEP email. Also, if you
need to talk to me, send me a phone number where I can reach you. I will call you from my
home landline.
Also, UTEP has a license for Zoom. I may use Zoom throughout the semester, and will let
students know in advance. We have the Zoom link embedded in our Blackboard Shell.

Use Blackboard (the delivery system) built-in e-mail to contact me. It is easier for me to keep
organized and to respond in a timely manner. Thank you.
To set up an appointment, email me via Blackboard. Appointments are available online, and if
available in some cases face-to-face, and by email correspondence. If you have any questions
throughout the semester, please contact me.
Writing is developed by an abundance of practice, patience, and perseverance, and is a big part of
this course. I know that every single one of you will succeed in this endeavor.

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

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

Required Texts and Materials

Open Education Resources (OER) / Affordable materials
This section of RWS 3365 course is participating in OER/Affordable materials. There is no need to purchase a textbook for the class. Everything will be available at the UTEP Library and or located in Blackboard.
**UTEP’s Library: Research Guides: Rhetoric & Writing Studies RWS 3365 —
https://libguides.utep.edu/c.php?g=997882&p=7223228
Check Blackboard online for link


Additional readings will be posted on Blackboard or instructions will be provided for accessing them. In the next section, I provide an overview of the assignments we’ll cover in this course. Specific assignment guidelines can be found in Blackboard. I’ll also post further instructions on our Blackboard course content.

Online Tools (Links available in Blackboard Website Resources)
Website for APA Style Online (Free Quick Reference Section). The American Psychological Association (APA) Style Manual Central
http://www.apastyle.org/?gclid=Cj0KCQjwvezZBRDkARIsADKQyPnKyQuv_7pr_LfM5SE1MZ62Br04HVxWBxKCVgniVDmdMNYhU5kmdsaAiDFEALw wcR

Adobe Acrobat Reader DC https://get.adobe.com/reader/otherversions/
Grammarly: Free Writing Assistant: https://www.grammarly.com/
WIX Website Creator: https://www.wix.com/
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Webbly Website Creator: https://www.weebly.com/
Canva: https://www.canva.com/
Venngage: https://venngage.com/
Pictochart: https://piktochart.com/
Dropbox: https://www.dropbox.com/?landing=dbv2

UTEP Cloud: One Drive for Business: Located on your UTEP page under Technology. (There are other Technology applications located there as well).
Office 365: https://admin.utep.edu/Portals/0/ServiceCatalog/Documents/Students-Office%20365%20PC-MAC%20.pdf

Type of Computer Technology Needed for this Class
- UTEP e-mail account and ID—You will need this for access to Blackboard and Library Databases
- Internet access from home—students can set up VPN access
- Check the Technology Support Center in Library: https://www.utep.edu/technologysupport/
- Check the Library for the updated versions needed to open their databases (VPN)
- Check the bookstore and technology for all software for student discounts and free downloads

What Else???
All online discussions, chats, handouts, and assignments will be located in your Blackboard course for this class, including the syllabus and course calendar, and any material I ask you to download from the Internet such as readings.

You will need a USB driver or a cloud to place large amounts of work. Back-up all your work!
Suggestion: Use a Cloud, such as Dropbox or One Drive for Business: Located on your UTEP page under Technology. (There are other Technology applications located there as well). Disadvantage: When UTEP is office, so is One Drive.

How much time do I expect to spend working and studying for this course?
There is a misconception that being in a computer classroom creates more or less work for the student. I hope that this information will assist in understanding the expectations for this course.
Here is the breakdown on the time needed for this course.

Time spent working outside of class: You have probably heard that you should generally spend two hours doing homework (reading, writing, etc.) for each hour you are in class. So, in a three-credit (face-to-face) class, you would be spending at least six hours doing “homework”—3 hours in class x 2 = 6. This course uses Blackboard for the majority of writing assignments, and discussions. Keep this average in mind. Writing in an online environment takes much more time, so plan accordingly.

This course uses Blackboard for all communication and submission of work. There are due dates, and online participation, and activities, even though we meet twice a week. Therefore, expect to be working approximately 7.5 – to 9 hours outside of class on these occasions. Some weeks it may be more; some weeks it may be less, but keep this guideline in mind. Expect to spend at least seven hours outside class a week for the online writing portion for the course. This course is heavily situated in writing and academic research. Blackboard online work is not an option. It is part of this course.
Course Focus: The Study of Propaganda Studies in Rhetorical Theory and their use of Power Relations

Introduction/Vision
RWS 3365: Advanced Composition Rhetorical Theory is an Undergraduate Upper-Level Division course. This course focus is The Study of Propaganda Studies in Rhetorical Theory and their use of Power Relations. Rhetoric is ontological. Rhetoric constructs/creates: us (people), knowledge, power, discourse, etc. Within this focus, students will learn about the theory of power/knowledge, including the insidious ways that persuasion is used through the means of propaganda. Students will gain an understanding of how it plays out in their lives in multiple ways, from the commonplace everydayness to institutional settings, popular culture, media advertisements, politics, audios, visuals, and audience, and any other spaces they occupy.

Open Education Resources (OER)/Affordable materials
This section of RWS 3365 course is participating in OER/Affordable materials. There is no need to purchase a textbook for the class. Everything will be available at the UTEP Library and or located in Blackboard.

Focus of Course: Propaganda and Rhetoric: The Study of Propaganda Studies in Rhetorical Theory and their use of Power Relations

The focus of this course is to develop strategies to help educators create new ways to inform and teach students how to identify, examine, and argue against misinformation, known as propaganda. The goal is to develop classroom pedagogy in a "post-truth" society. To accomplish this pedagogy, students need to include the study of propaganda studies in rhetoric courses. The objectives of a propaganda and rhetoric course, a multi-disciplinary lens approach should be used to compile lectures and teaching elements, from rhetoric, communication, psychology, and history.

Today’s society is highly dependent on technology and its use of the Internet to acquire information, news, and research. Students need to be armed with new strategies to combat post-truths. The use of propaganda is relevant and a critical issue because it impacts people daily. Rhetoric and Writing Studies and Composition instructors need to learn how to teach students how to recognize propaganda, how propaganda is used in society, develop and teach analytical, rhetorical strategies to apply and to examine if an argument or position is propaganda based. The best way for students to learn about propaganda studies is to include material in the Rhetoric and Writing Studies classroom.

The following curriculum and course units will attempt to examine the following questions:

- What are the historical situations that created a disconnect between rhetoric and propaganda? Why?
- What are the power relations, their impact, and the use of propaganda and rhetoric in a democracy?
- Is there a call from rhetoricians to make propaganda a component of rhetoric studies?
- What post-truth strategies can rhetoricians use from propaganda studies?

Keywords: alternative facts, fake-news, post-truth, propaganda, truth, rhetoric

General Description of the Curriculum
An Introduction to the Study of Propaganda Studies in Rhetorical Theory and their use of Power Relations will help students examine how rhetoric and the use of propaganda is everywhere in their lives, from current social, cultural, political, and economic issues. Students will use a rhetorical lens as well as a propaganda lens and their analytical tools to make connections to these intersections. The course focus is divided into five major units, spending about three to four weeks for each Unit.

Course Description

Advanced Composition: Rhetorical Theory. Study of classical and contemporary rhetorical theory with emphasis upon contemporary discourse; practice in techniques of invention, organization, and style as applied to written composition. Prerequisites: RWS 1302 or ENGL 1312 or ENGL 1313 or ESOL 1312 with a grade of "C" or better. Junior standing recommended.

The goal of RWS 3365 Advanced Composition Rhetorical Theory is to develop students' argumentation skills and understand the role that language plays in their lives and their chosen majors/ disciplines to facilitate effective communication in all educational, professional, and social contexts.

The course is based on three ancient premises about composing:

- "Nobody thinks or writes without reference to the culture in which he or she lives in;
- Human beings disagree with one another often and for good reason;
- People compose because they want to affect the course of events" (Crowley & Hawhee, 2012,).

This course allows students to examine the daily events that affect people, the discourse, and communities they share.

This effective communication is based on an awareness of and appreciation for discourse communities as well as knowledge specific to the 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.

Part of the curriculum will include the rhetorical concept of power. A component of the curriculum project includes lessons on the study of Michel Foucault's Spaces of Invention: power/knowledge/subjectivity, and agency as it pertains to hegemony, power relations, and systemic issues. This will help to set up the discussion of power relations in Pierre Bourdieu's Key Concepts of the Field of Power, and Antonio Gramsci's focus on Culture and Politics. The course is designed for students to develop an awareness of their assumptions; then learn how to unpack the rhetoric of these connections; examine what role propaganda and societal assumptions play in everyday life, and then use agency to create change.
Students will examine the following assumptions:

**Epistemology:** “Knowledge does not arrive unmediated: rather knowledge gets constructed by interaction between the questioner and the world.”¹

How does your *positionality* bias your epistemology (knowledge)? How does who you are shape what you know about the world?

**Ontological:** “Rhetoric is epistemic in an ontological sense.” In other words, “rhetoric creates all of what there is to know. Discourse does not merely discover truth or make it effective. Discourse creates realities rather than truths about realities. Furthermore, no reality that humans experience exists apart from human values, perceptions, and meanings. [...] Reality is always apprehended through the constructs of meanings.” [...] Realities differ as social groups assign different meanings to experience.²

In what ways do you construct meaning? What do you do rhetorically that rhetorically is influential on others?

**Axiological /Ideological:** [criteria of values and value of judgments, eg., ethics, political, religious, social, political]: "It is mainly in discourse that ideologies are transmitted and meanings and values are learned and taught.”³

What ideological assumptions do you bring to the subject matter? How can your ideologies affect your discourse?

**Rationale for Study**

The last several years, a post-truth society has emerged, where propaganda strategies thrive in communicating ideas. This bold move by propagandists has left a gap in how Rhetoric and Writing Studies programs address the meaning of ‘truth and facts’ and the reliability of sources. These concepts are not as clear-cut for many people, including students, who have grown up in an age of social media, where many get their information and or misinformation. Today, more than ever, students should acquire the tools and strategies to recognize components of rhetoric, propaganda, and power, and analyze how these relations influence their everyday lives and their decisions. Empowering students will help them learn how to use their agency to create change.

“The proposition that ‘rhetoric is epistemic’ asserts a relationship between knowledge and discourse, between how people know and how they communicate; and asserts a relationship between reality, or what there is to know, and discourse. That statement implies what the world is like such that we can know it through communication.”⁴

**Goals**

Teach students how to implement their understanding of rhetorical theory as ontological with a focus on the rhetorical concept of power, and the societal implications for the use of propaganda

- Teach students to discover agency and use it to create change;
- Teach students to become self-aware of their assumptions;
- Teach students awareness about the use of propaganda strategies;

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• Teach students that everything is rhetoric

Learning Outcomes
At the end of this course, students will be able to:
• Understand a theory of discourse communities;
• Understand audiences in their majors/disciplines;
• Understand the uses of propaganda strategies and their relation to rhetorical theories;
• 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;
• Present ideas to solve rhetorical problems/issues using effective discourse;
• Develop procedural knowledge of the writing task in its various phases;
• Engage reflection about their learning.

Students will also have the opportunity to strengthen skills sets in the following areas:
• Develop critical thinking, reading, and writing using the rhetorical strategies;
• 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, evaluate, and synthesize material from outside sources;
• Develop a sensitivity to the significance of data and how it can be rhetorically applied to various genres; and,
• As part of a research process, apply research to various genres; receive instruction in the logic and form of documentation within a discipline (APA); learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized content); write analytical and argumentative papers appropriate to genres and larger discourse communities.

Academic Philosophy
This class encourages academic cooperation, i.e., both the instructor and the students are responsible for creating a learning environment. Students are encouraged to help each other in all projects, group and individual work.

Objectives
Students successfully completing this course will be able to handle a variety of professional writing tasks. Students will learn to create documents, in which, they are concise and free of grammatical and mechanical errors. Suggestion: Use free app: Grammarly: https://app.grammarly.com/

Course Arrangement
Several projects will require collaboration in a group of not less than two and no more than four to five participants. Sometimes, students may select members for their groups. Teaching techniques will be a mix of lecture and discussion about individual reports, letters, and research strategies.

Course Requirements
Students are required to complete assignments by due dates in order to earn the points as listed on the syllabus. Work will be graded on content (response to the problem), format, and writing fluency. A grading rubric will be distributed for most assignments.

Students are highly encouraged to read all assigned readings and materials.

Course Policies

Participation/Attendance: This course meets online so attendance is determined by class participation, as well as participation in the online environment. Students must be prepared, participate in face-to-face and online discussions consistently to understand and incorporate the rhetorical strategies and processes used to complete the projects.

Online attendance is mandatory. You must log in and participate in the conversation. Otherwise, it counts as an absence. All work must be completed by the due dates posted.

This course is taught as a face-to-face course, with extensive use of lectures and discussions, and uses 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 PSA/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.

Technology and RWS 3365: 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. Check the Technology Support Center in the Library: https://www.utep.edu/technologysupport/ are often available until midnight, but schedules do vary. 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.

Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer.
If you don’t have a computer or reliable Internet at home, the university can help you with resources: Technology Support - UTEP. https://www.utep.edu/technologysupport/

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

Note: The University has laptops and WIFI hotspots available for students. They can get the forms to apply for these at https://www.utep.edu/technologysupport/learningremotely.html.

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

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

Course Delivery of Course: All the course content will be delivered via Blackboard (100%). 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.

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/](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)

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

**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](https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html))

**Technology and RWS 3365: 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.
Blackboard Postings
Make sure to post in the correct thread of discussion or assignment in order to receive credit. I will not grade anything that is misplaced. Read and follow directions.

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.

Ethics and Plagiarism
You must do your own work, and identify the portion of your work that is collaborated with others, (including receiving help from the University Writing Center, significant others, and anyone else that contributed to your work). Make sure to cite your sources properly, including when you paraphrase others’ works. See Chicago and APA handbooks for further explanations on the legalities of writing.
• An act of dishonesty will result in an F for the course
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- Cases of plagiarism will be reported to the Dean of Students: https://www.utep.edu/student-affairs/

Administrative Components of the Course:
University and Instructor Policies

Course Delivery:
RWS 3365 meets face to face and online. The course is designed to engage students through discussions with their classmates and instructor through Blackboard (Bb), UTEP’s Learning Management System (LMS). The course will rely extensively on Blackboard, though your individual instructor may supplement it by incorporating other platforms and various media. To succeed in the course, you will need to have regular use of the Internet and a stable connection.

Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer.

If you don’t have a computer or reliable Internet at home, the university can help you with resources: Technology Support - UTEP, https://www.utep.edu/technologysupport/

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

Note: The University has laptops and WIFI hotspots available for students. They can get the forms to apply for these at https://www.utep.edu/technologysupport/learningremotely.html.

Nature of and Time Spent on Course: RWS 3365 intends to help students develop a wide variety of strategies for communicating in a variety of media. To succeed in this course requires dedication and focus. 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. Face to face courses are usually 3-hour classes, and students are expected to spend 7.5 hours doing researching and writing each week in a regular 16-week semester. Some weeks, students may work more; some weeks they may work less. Keep this average in mind. Online courses take much more time, so plan accordingly. Since this is a much shorter course, expect this course to be intense in nature and the criteria much more stringent.

University and Program Policies
According to UTEP’s Curriculum and Classroom Policies:
The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course-drop deadline or with a grade of F after the course-drop deadline.

Please consult UTEP’s Curriculum and Classroom Policies for more information regarding Excused Absences for University-Recognized Activities, Absence for Religious Holy Days, and Military Leave
***For online participation

Online participation, attendance are measured by participation in online and 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.
Please note that in fall 2021 the UWC will be operating face-to-face and online. Go to University Writing Center - UTEP to make an appointment with a writing center consultant.

There are now two options students can take advantage of:
1) **Synchronous online assistance** – students can go to our website (utep.edu/uwc) and use the link to log into Blackboard Collaborate. No Appointment Needed! We will review your paper with you live online! Visit our website for current hours and availability of Synchronous Sessions.
2) **Email us your paper** – go to our website (utep.edu/uwc) and choose the Email option. You can email your paper to us any time. We will review it during our next open hours of operation and return it to you with suggested revisions. There may be up to a 72-hour turnaround for emailed papers, so plan ahead.

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

**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.

**Evaluation Criteria**

**For Revisions/Product**
Writing as inquiry meets the following criteria:
1. Possesses a focus (a). which has a subject and point of significance; and (b). which is sustained throughout the paper
2. Has discernable writer and reader positions with appropriate development (e.g., specific details, (shows not tells), examples, analysis, arguments, evidence)
3. Maintains a coherent pattern of organization (discernable order, consistent person and tense, appropriate transitions) suitable for the genre
4. Demonstrates sentence variety and appropriate word choices for the readers and genre
5. Maintains writing conventions (grammar, spelling, and punctuation)

**For Online Peer-Review Work**
Good group work offers the following:
- Peers offer constructive oral and written suggestions in the workshops
- Writers record workshop advice, their reactions and their plans for revision

Effective reader response work, peer responses are real, thoughtful, and risk-taking and include the following:
- Stating the writer’s focus, reader and writer positions, and organization method
- Evaluating the effectiveness of each aspect of writing (e.g., developing for readers, maintaining
focus, organizing a coherent text, using a variety of sentences and appropriate word choices)
• Complementing the writer and/or giving specific advice for any problems

Miscellaneous Online Assignments
Students productively participate to meet the criteria of the specific assignment.

Manuscript Preparation
You are expected to produce high-quality documents. Appearance is part of this quality. Make sure you follow paper format described earlier. Neatness and visual appeal do matter, but does not guarantee a well-written document. Get your work tutored by more than one tutor to assure yourself that you are on the right track. This course uses APA Style including footnoted material.

Other Points
Make sure to include everything that is required in your submissions for that particular assignment. Failure to do so will result in a grade penalty. Read the assignment guidelines.

Textbooks
• Textbooks for this class are mandatory (class textbook is available in hard copy and e-book)
• Refer to pages of textbook when using the material as supporting evidence
• Read all the assignments (If you will notice on the syllabus, all readings have been assigned, so you can always read ahead). You have paid for your books, so get your money’s worth. Read them and do the assignments!

Check Blackboard for handouts on all assignments. It is your responsibility to preview material.
The calendar below serves as a guideline to the semester’s work. Pay attention to calendar changes. They will be posted in Blackboard Course Announcements.
Course Support Resources

<table>
<thead>
<tr>
<th>Title IX</th>
<th>915-747-8358</th>
<th>Institutional Compliance</th>
</tr>
</thead>
<tbody>
<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 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 17</td>
<td>Dr. Martin Luther King, Jr. Holiday—University Closed</td>
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<tr>
<td>January 18</td>
<td>Fall Classes Begin</td>
</tr>
<tr>
<td>January 18-21</td>
<td>Late Registration (Fees are incurred)</td>
</tr>
<tr>
<td>February 2</td>
<td>Spring Census Day</td>
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<tr>
<td>March 14-18</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 25</td>
<td>Cesar Chavez Holiday—no classes</td>
</tr>
<tr>
<td>April 1</td>
<td>Spring Drop/Withdrawal Deadline Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.</td>
</tr>
<tr>
<td>April 15</td>
<td>Spring Study Day</td>
</tr>
<tr>
<td>May 5</td>
<td>Spring—Last day of classes</td>
</tr>
<tr>
<td>May 6</td>
<td>Dead Day</td>
</tr>
<tr>
<td>May 9-13</td>
<td>Spring Final Exams Check the UTEP finals week calendar for your course</td>
</tr>
<tr>
<td>May 18</td>
<td>Grades are Due</td>
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</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.
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. Check course Announcements several times a week for updates.

Detailed rubrics and specific guidelines will be available in the weekly modules. It is very important not to get behind in assignments. Every week there will be several lectures, discussions, and assignments to be completed. Below is a breakdown of each week.

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.

As a Reminder: Think of the coursework as an Internship

Review the following websites to select your topic to persuade your audience. It is also a good idea to connect your own field of study/discipline to the course theme. It is not mandatory, but this is a good way to generate writing material for your future resumes or for future academic work.

Choose your topic. All the mini-assignments should be part of the major projects. The small assignments including some discussions provide the scaffolding layout for the components of the Final projects.

Here are some issues that are currently impacting Americans, you as students, and even on a global scale. These are mentioned because the advocacy conversation they create, and are good topics to investigate using propaganda studies in rhetorical theory. Across the U.S. and the world, these topics help students to examine how to create advocacy in their world, and to analyze how propaganda studies and the rhetoric of truth fit into rhetorical theory, and to examine how power relations impact these issues.

These are some current topics for consideration for selecting a 21st century issue that are currently in the forefront of American society and all around the world. Here are some examples: The last couple of years have brought many challenges to our local El Paso community. From the active shooter in the Cielo Vista Walmart in August of 2019, to 2020, COVID-19 (C-19) along with its many repercussions of mass unemployment, mass deaths, and a complete change of life for people and the uncertainties, and how the C-19 Pandemic has created uncertainty on local, national, and international levels. In 2021, vaccines became available; however, so has an increase in misinformation about the vaccines. After the Presidential election, misinformation had increased, to the point than on January 6th Americans witnessed an insurrection because of the dissemination of misinformation/disinformation concerning the results of the election. The issue of voting rights is also full of misinformation/disinformation. Globally, the United States has pulled out of Afghanistan, resulting in the "Fall of Afghanistan" and the Taliban has once again taken over the country. Check your local networks for additional current issues impacting society: NBC, ABC, CBS, CNN, MSNBC, BBC, NPR, PBS are some reliable networks that adhere to accurate information. You are more than welcome to explore these issues, or other issues in which misinformation/disinformation is used to spread lies and confusion among a population.

Attendance (students must participate in online discussions: see attendance policy)
Class participation (expected of all students: make sure you read and post in Blackboard)
The due dates for each assignment are posted in the calendar and in Blackboard. It is your responsibility to know exactly when assignments are due. Note: Major Assignments are usually due at the end of the week—on Sundays by midnight.

Course Assessment

Grading Assignments are graded according to criteria distributed in class. Documented assignments, and reports should be accompanied by cited source material (APA style). A tentative grading schedule follows, but is subject to adjustment.

Grading Requirements Each assignment must be completed according to its criteria. (The point system is for you to have a marker as to how much you need to achieve in each of the categories).

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

The weeks contain what is due that week; however, refer to the calendar on what is ahead in the upcoming weeks. Also, 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.

<table>
<thead>
<tr>
<th>Course Assignments: Overview Semester Calendar 16 –Week Course</th>
<th>Assignment Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due Dates</strong></td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td><strong>Weekly Discussions: Break down of discussions:</strong></td>
<td></td>
</tr>
<tr>
<td>Initial Post due on Wednesday- Reply to Two Students by Sunday</td>
<td>Online Participation for Weekly Reader Response Discussions Based on course readings (10) each 10 points— Reader Response: Initial Post: (500-600 word count) Two Classmates responses (250 words each)</td>
</tr>
<tr>
<td><strong>Online Collaboration</strong></td>
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<tr>
<td>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</td>
<td>Online Collaborative Peer-Review Sessions (4) Assignments: Peer Review #1—for Assignment #3=10 pts.; Peer Review #2—for Assignment #4=10 pts.; Peer Review #3—for Assignment #6=10 pts.; Peer Review #4—for Assignment #9=10 pts.</td>
</tr>
<tr>
<td><strong>Major Assignments</strong></td>
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<tr>
<td>End of Week Four (Sunday)</td>
<td>Assignment #1: Book Review: Psychology of Intelligence Analysis</td>
</tr>
<tr>
<td>End of Week Six (Sunday)</td>
<td>Assignment #2: Article Analysis from suggested database academic scholarly readings</td>
</tr>
<tr>
<td>End of Week Seven (Sunday)</td>
<td>Assignment #3: Research Component: Topic Proposal Memo with a Citation Analysis with Extended Critical Annotated Bibliography (CAB) for topic selection (sources/include 4 four research questions) Peer Review #1—for Assignment #3</td>
</tr>
<tr>
<td>End of Week Nine (Sunday)</td>
<td>Assignment # 4: <strong>Research Component:</strong> Analysis Three: Compare and Contrast Power structures in current affair: Include a Review of Literature with Four Research Questions Peer Review #2— for Assignment #4</td>
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<tr>
<td>End of Week Ten (Sunday)</td>
<td>Assignment #5: Analyze a Public Policy Speech</td>
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<tr>
<td>End of Week Eleven (Sunday)</td>
<td>Assignment # 6: Visual Argument: Develop an Infographic in the form of a propaganda poster that reflects the public policy speech/ Include a short reflection essay Peer Review #3— for Assignment #6</td>
</tr>
<tr>
<td>End of Week Twelve (Sunday)</td>
<td>Assignment #7: Visual Argument: Create a Public Service Announcement (PSA) (or) Podcast</td>
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<tr>
<td>End of Week Thirteen (Sunday)</td>
<td>Assignment #8: Analysis of a Post-truth: Review an entry in a social media product. Include a short analysis and reflection essay</td>
</tr>
<tr>
<td>End of Week Fourteen (Sunday) Through Week Fifteen (Sunday)</td>
<td>Assignment #9: Create a Visual Argument Research Poster for an academic conference in your major/field Peer Review #4— for Assignment #9</td>
</tr>
<tr>
<td>End of Week Fourteen (Sunday) Through Week Fifteen (Sunday)</td>
<td>Assignment #10 Debriefing: Executive Summary of Professional Issue Q &amp; A Session</td>
</tr>
<tr>
<td>Finals (Week Sixteen)</td>
<td>Complete all Q&amp;A and check scores</td>
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<td><strong>Totals</strong></td>
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</table>

The syllabus provides an overview of assignments for the class—specific guidelines will be discussed in Blackboard’s online class lectures.

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**Assignment Information**

**Course Delivery of Course:** This course is delivered online. Blackboard is the online platform used. All projects will be submitted and graded through Blackboard. Below is a short breakdown of the course assignments and expectations for each.

**Participation in the Online Class Environment:**

- **Peer-review Sessions**—4 sessions—40 points
- Peer Review #1— for Assignment #3=10 pts.;
- Peer Review #2— for Assignment #4=10 pts.;
- Peer Review #3— for Assignment #6=10 pts.;
- Peer Review #4— for Assignment #9=10 pts.
Reader Response Discussions (10) each 10 points =100 pts.
Reader Response: Initial Post: (500-600 word count); Two Classmates responses (250 words)
Guidelines: There are two parts: Initial post: Due on Wednesday by midnight. Must be at least 600-900 words (more is fine) -- cite in-text material (APA Style), copy paste into the discussion post. No attachments. Proofread all work. Student responses: Due by Sunday midnight. Response must be reflective and at least 250 words. Respond to at least two of your classmates.

Assignment #1: Book Review: Psychology of Intelligence Analysis 100 pts.
Book reviews are an important aspect of rhetoric and writing studies, in particular when analyzing important concepts in a field/discipline. This book provides some great concepts on how to analyze and access a situation. Even though it was written for Intelligence Professionals, the information in it is applicable to all fields. There is a question handout (PDF) to help students with the book review. Detailed guidelines will be provided in Blackboard.

Assignment #2: Article Analysis: from suggested database readings. 100 pts.
Analyzing articles are an important aspect of rhetoric and writing studies, in particular when analyzing important concepts in a field/discipline. In this assignment, students will select an academic article in their field/discipline, and analyze it using the Miniature Guide to Critical Thinking: Concepts and Tools [PDF]. (p. 13). Read the entire booklet first. Detailed guidelines will be provided in Blackboard.

Research Components:
*Assignment #3: Research Component: Topic Proposal Memo with a Citation Analysis with Extended References Ten Critical Annotated Bibliography (CAB) entries with sentence outline for topic selection (sources/brainstorm 4 four research questions) 60 pts.
This is the beginning of the research component of the course. Think of this assignment as scaffolding for the next assignment. The Citation Analysis with Extended References Critical Annotated Bibliography (CAB) with a sentence outline is the scaffolding needed for the Review of Literature assignment. For the CAB, students will include an Introduction, FOUR research questions and complete the Extended Critical Annotated Bibliography. Need at least two sources for each question—ten sources total for the CAB and MEAL layout. (Main idea, Evidence, Analysis, Link). Make sure to use APA style to set up sources. Detailed guidelines will be provided in Blackboard.
There is a peer-review session for this assignment. (10 points)

*Assignment # 4: Research Component: Analysis Three: Compare and Contrast Power structures in current affair: Include a Review of Literature with the Four Research Questions Review of Literature (Investigation needs of research topic) 100 pts.
This is the course research section where you examine power structures in a current affair. Compare and contrast the power structures (discussed in Unit Two). Include a Review of Literature section in the body of the analysis, to help examine any gaps in the research. Rhetoric and writing studies requires accuracy when providing report findings. The purpose of the Review of Literature section is to address each of the four questions, and use the CAB assignment information to develop a succinct discussion, summarize, and synthesize the arguments and ideas of the researched sources. Once you complete this assignment, incorporate your findings in the Public Service Announcement (PSA) or Podcast. Make sure to review the assignment handouts. Detailed guidelines will be provided in Blackboard.
There is a peer-review session for this assignment. (10 points)
Assignment #5: Analyze a Public Policy Speech: To establish the connection of rhetoric and propaganda studies within current society, students will identify a speech given on their topic/issue, and write a rhetorical analysis on a speech. Students will then analyze the public policy speech (audio or visual) using the rubric, (will be provided) then provide an analysis of how the rhetorical and propaganda devices are used and whether they are effective, or not. Also, in assignment #6--students will create an infographic in the form of a propaganda poster that reflects the public policy speech. Make sure to review the assignment handouts. Detailed guidelines will be provided in Blackboard. 100 pts.

Assignment #6: Visual Argument: Develop an Infographic in the form of a propaganda poster that reflects the public policy speech that was analyzed in Assignment #5. Include a short reflection essay. Infographics are a good way to present information in a small space, which requires succinct information. In rhetoric and writing studies, visual documents are important to convey ideas. For this assignment, you will create your own visual on a procedure, using the theories that you have learned in the course. Also, a short reflection about your design process should be included. Make sure to review the assignment handouts. Detailed guidelines will be provided in Blackboard. 100 pts. 
There is a peer-review session for this assignment. (10 points)

Assignment #7: Visual Argument: Create a Public Service Announcement (PSA) (or) Podcast 100 pts.
PSA and Podcasts are an important aspect in rhetoric and writing studies because they help with the making visual/ audio arguments, and help to create an advocacy and any future action that should be taken by an organization/business or a community. Each student will develop a PSA or Podcast based on their research from the Research Component—Assignment #4, which examines the needs of the topic. Also, you may include any other assignments, discussion posts, etc... from the coursework. Each student will plan, write, film and edit a PSA/Podcast advocating a position on a current issue selected. Students will be provided with opportunities to become more familiar with this software throughout the semester. This will be uploaded on YouTube, or Podcast platform and the link may be copied and pasted on a Word Document. Detailed guidelines will be provided in Blackboard.

Assignment #8: Analysis of a Post-truth: Review an entry in a social media product. Include a short analysis and reflection essay. To establish the connection of propaganda techniques within a post-truth society, students will use the post-truth strategies discussed in class to help analyze and separate fact from misinformation. Students will analyze an entry in a social media product, such as Twitter, Instagram, Facebook, Blog, or alternative news, and apply these post-truth strategies to separate fact from misinformation. Students will then write a short analysis and reflection on the experience. Make sure to review the assignment handouts. Detailed guidelines will be provided in Blackboard. 50 pts.

Assignment #9: Create a Visual Argument Research Poster for an academic conference in your major/ field 100 pts.
Research Posters are a great way to show research findings, by making the information a visual one, instead of only text-based. Each student will design a research poster in PowerPoint. Create a Visual Argument Research Poster for an academic conference in your field/major, where you argue for the need to eliminate propaganda and misinformation in your major/field. Students will use mixed methods (qualitative and quantitative) to develop the poster. Detailed guidelines will be provided in Blackboard.
Assignment #10 Debriefing: Executive Summary of Professional Issue Q & A Session 50 pts.

A debriefing is a great way to wrap up a project. In rhetoric and writing studies, this sometimes is in the form of a presentation. 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. Students 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.

Advanced Composition: Rhetorical Theory: 3365 Overview Semester Calendar

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.

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.”
Overview Semester Calendar
Recap
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. Check course Announcements several times a week.

Detailed rubrics and specific guidelines will be available in the weekly modules. It is very important not to get behind in assignments. Every week there will be several lectures, discussions, and assignments to be completed. Below is a breakdown of each week.

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Choose your topic. All the mini-assignments should be part of the major projects. The small assignments including some discussions provide the scaffolding layout for the components of the Final projects.

These are some new topics for consideration for selecting a 21st century issue that is currently in the forefront of American society and all around the world. The last couple of years has brought many challenges to our local El Paso community. From the active shooter in the Cielo Vista Walmart in August of 2019, to now, in 2020, COVID-19 (C-19) along with its many repercussions of mass unemployment, mass deaths, and a complete change of life for people and the uncertainties that the C-19 Pandemic has created on local, national, and international levels. Alongside, the C-19 situation, the world witnessed the video of George Floyd’s death at the hands of law enforcement, which has brought out mass protests for the “Black Lives Matter” movement, not only in the U.S. but worldwide. This is also a major Presidential election year; plus, there is mass division among Americans, and attempts at voter suppression for the upcoming election. These are current issues that are currently impacting Americans, you as students, and even on a global scale. These are mentioned because the advocacy conversation they create, and are good topics to investigate using propaganda studies in rhetorical theory. Across the U.S. and the world, these topics are worth examining as students of creating advocacy in their world, and analyzing how propaganda studies in rhetorical theory and the use of power relations impact these issues.

Attendance (students must participate in online discussions: see attendance policy)
Class participation (expected of all students: make sure you read and post in Blackboard)
The due dates for each assignment are posted in the calendar and in Blackboard. It is your responsibility to know exactly when assignments are due.
Note: Major Assignments are usually due at the end of the week—on Sundays by midnight.
## Overview Semester Calendar

**Weekly Schedule (Subject to change)**
- OR: Online Readings/ UTEP Library material
- PDF: Portal Digital Format (Handouts located in Blackboard Folders)

*American Psychological Association* = (APA) website, use as needed

---

## assignments

**16 - Week Course**

<table>
<thead>
<tr>
<th>Discussion</th>
<th>Preliminary Textbook Reading Material</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td><strong>Class Topics</strong></td>
<td><strong>Due:</strong></td>
</tr>
<tr>
<td>January 18-</td>
<td>Class Introduction;</td>
<td>Introductions</td>
</tr>
<tr>
<td>January 23</td>
<td>Review Blackboard course;</td>
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<tr>
<td></td>
<td>Unit One: Introduction to Rhetorical Concepts; Propaganda Concepts; Historical Concepts; Literacy and Writing Concepts</td>
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<td></td>
<td><strong>PowerPoint Presentation Lecture in Blackboard</strong></td>
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<td></td>
<td><strong>Read [PDF]: Book: Psychology of Intelligence Analysis by Richard J. Heurer, Jr.</strong></td>
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<td></td>
<td><strong>Read all the book if possible this week</strong></td>
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<td><strong><a href="http://www.dtic.mil/dtic/tr/fulltext/u2/a500078.pdf">http://www.dtic.mil/dtic/tr/fulltext/u2/a500078.pdf</a></strong></td>
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<tr>
<td></td>
<td><strong>Read the <em>Miniature Guide to Critical Thinking: Concepts and Tools</em> [PDF] by Paul &amp; Elder. Located under Online Readings in Blackboard.</strong></td>
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<td></td>
<td><strong>View:</strong> Introductions</td>
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**Week Two**

<table>
<thead>
<tr>
<th>Class Topics</th>
<th>Preliminary Textbook Reading Material</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>January 24 -</td>
<td>Conducting Research;</td>
<td><strong>Due:</strong></td>
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<tr>
<td>January 30</td>
<td>Database use:</td>
<td>Introductions</td>
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<tr>
<td></td>
<td>Developing Research Questions for Research Topic</td>
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<tr>
<td></td>
<td>Unit One: Introduction to Rhetorical</td>
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<tr>
<td></td>
<td><strong>See Blackboard Discussion Post for details</strong></td>
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<td></td>
<td><strong>APA: Review as needed</strong></td>
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<tr>
<td></td>
<td><strong>Continue: Read PDF: Book: Psychology of Intelligence Analysis by Richard J. Heurer, Jr.</strong></td>
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<tr>
<td></td>
<td><strong>Read:</strong> Propaganda and Rhetoric in Democracy: History, Theory, Analysis Ed. By Gae Lyn Henderson &amp; M.J. Braun</td>
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<td></td>
<td><strong>PowerPoint Presentation Lecture in Blackboard</strong></td>
<td><strong>Due:</strong> Reader Response Discussion #1</td>
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<tr>
<td></td>
<td><strong>Review PDF handout on Developing Research Questions Review PDF handout on Proposal</strong></td>
<td><strong>Read:</strong> Propaganda and Rhetoric in Democracy...</td>
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<td></td>
<td><strong>APA—online overview</strong></td>
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<td></td>
<td>Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard: <strong><a href="http://guides.library.harvard.edu/sixreadinghabits">http://guides.library.harvard.edu/sixreadinghabits</a></strong></td>
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<tr>
<td>Week Three</td>
<td>Concepts; Propaganda Concepts; Historical Concepts; Literacy and Writing Concepts</td>
<td>View: Reader Response Discussion Thread #2</td>
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<tr>
<td>January 31-February 6</td>
<td>Develop Citation Analysis with Extended Critical Annotated Bibliography (CAB)</td>
<td>Read: Propaganda and Rhetoric in Democracy: History, Theory, Analysis Ed. By Gae Lyn Henderson &amp; M.J. Braun</td>
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<td>Discuss Book Review Process</td>
<td>See Blackboard Discussion Post for details APA: Review as needed</td>
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<td></td>
<td>APA Style</td>
<td>Additional: Online Readings /PDF Handouts: Additional Guidelines and Student Sample</td>
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<td>Unit One: Introduction to Rhetorical Concepts; Propaganda Concepts; Historical Concepts; Literacy and Writing Concepts</td>
<td>PowerPoint Presentation Lecture</td>
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<td>Additional Websites: Purdue OWL APA Style</td>
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<td>Public Discussion of Literature Review of Research on Critical Needs..... [link]</td>
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<td>View: Reader Response Discussion Thread #3</td>
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<tr>
<td>Week Four</td>
<td>Peer-Review Process; Complete BR; Unit Two: Introduction to</td>
<td>Read: Propaganda and Rhetoric in Democracy: History, Theory, Analysis Ed. By Gae Lyn Henderson &amp; M.J. Braun</td>
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<tr>
<td>February 7-February 13</td>
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<td>See Blackboard Discussion Post for details APA: Review as needed</td>
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<td>PowerPoint Presentation Lecture in Blackboard</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Five</td>
<td>February 14-Febrary 20</td>
<td>Bourdieu’s Key Concepts of the Field of Power; Introduction to Antonio Gramsci’s focus on Culture and Politics; Introduction to Foucault’s Concepts of Power;</td>
</tr>
<tr>
<td>Six</td>
<td>February 21-</td>
<td>CAB; Develop Review of Literature</td>
</tr>
</tbody>
</table>
| February 27 | Unit Two: Introduction to Bourdieu's Key Concepts of the Field of Power; Introduction to Antonio Gramsci's focus on Culture and Politics; Introduction to Foucault's Concepts of Power; | **APA: Review as needed**  
**PowerPoint Presentation Lecture in Blackboard**  
**Additional:** Online Readings /PDF Handouts: Additional Guidelines and Student Sample for the Assignment  
**Three:** Critical Annotated Bibliography  
**Website:** Purdue OWL Chicago  
**Additional Website links in Blackboard**  
**View:** Reader Response Discussion Thread #6 | **Due:**  
**Assignment #2:** Article Analysis from suggested database academic scholarly readings |
| --- | --- | --- | --- |
| Week Seven  
February 28-March 6 | Peer Review Process  
Unit Three: Introduction to Technology and Arguments; Visual Arguments, Propaganda Posters in Times of War and Peace; Images with Policymaking repercussions; Audio and Social Media technologies | **Read: (See Blackboard)**  
Introduction to Technology and Arguments; Visual Arguments, Propaganda Posters in Times of War and Peace; Images with Policymaking repercussions; Audio and Social Media technologies  
**APA: Review as needed**  
**Additional Website links in Blackboard**  
**View:** Reader Response Discussion Thread #6 | **No Reader Response this week**  
**DUE:** Peer Review #1— for Assignment #3  
**DUE:** Assignment #3: **Research Component:** Topic Proposal Memo with a Citation Analysis with Extended Critical Annotated Bibliography |
<table>
<thead>
<tr>
<th>Week</th>
<th>Social Media technologies</th>
<th>Read: (See Blackboard) Introduction to Technology and Arguments; Visual Arguments, Propaganda Posters in Times of War and Peace; Images with Policymaking repercussions; Audio and Social Media technologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eight</td>
<td>Peer Review: Editing and Revising; check APA Style</td>
<td>Unit Three: Introduction to Technology and Arguments; Visual Arguments, Propaganda Posters in Times of War and Peace; Images with Policymaking repercussions; Audio and Social Media technologies</td>
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<tr>
<td>March 7-March 13</td>
<td></td>
<td>APA: Review as needed PowerPoint Presentation Lecture in Blackboard Additional Website links in Blackboard View: Reader Response Discussion Thread #8 View: Peer-Review #4 RLR</td>
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<td>DUE: Reader Response Discussion #6 Blackboard</td>
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</tbody>
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<thead>
<tr>
<th>Week</th>
<th>Visual Rhetoric Outline - Storyboard for visuals</th>
<th>Read: See Blackboard) Introduction to the Linkage of Rhetoric and Propaganda Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine</td>
<td>Unit Four: Introduction to the Linkage of Rhetoric and Propaganda Studies</td>
<td>APA: Review as needed Inforgraph(ics) Additional: Online Readings /PDF Handouts: Inforgraph(ic) Flyer examples Additional Website links in Blackboard</td>
</tr>
<tr>
<td>March 2-March 27</td>
<td></td>
<td>DUE: Peer Review #2— for Assignment #4 DUE: Assignment # 4: Research Component: Analysis Three: Compare and...</td>
</tr>
<tr>
<td>Week Ten</td>
<td>Infographic, and Design; Presentation</td>
<td>Read: (See Blackboard) Introduction to the Linkage of Rhetoric and Propaganda Studies</td>
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<tr>
<td>View: Reader Response Discussion Thread #8</td>
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<td>View: Reader Response Discussion Thread #8</td>
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<tr>
<td>Week Eleven</td>
<td>Visual Arguments Unit Four: Introduction to the Linkage of Rhetoric and Propaganda Studies</td>
<td>Read: (See Blackboard) Introduction to the Linkage of Rhetoric and Propaganda Studies APA: Review as needed PowerPoint Presentation Lecture in Blackboard Additional Website links in Blackboard</td>
</tr>
</tbody>
</table>

**Advanced Composition Rhetorical Theory Syllabus & Calendar**

**Spring 2022**

<table>
<thead>
<tr>
<th>Propaganda Studies</th>
<th><em>Defining Visual Rhetorics.</em> [PDF]. By Charles A. Hill &amp; Maguerite Helmes. <strong>View:</strong> Reader Response Discussion Thread #7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contrast Power structures in current affair:</strong> Include a Review of Literature with Four Research Questions Peer Review #2—for Assignment #4 No Reader Response this week</td>
<td></td>
</tr>
</tbody>
</table>

**Week Ten**

**March 28-April 3**

- Infographic, and Design; Presentation
  - Unit Four: Introduction to the Linkage of Rhetoric and Propaganda Studies
  - Read: (See Blackboard) Introduction to the Linkage of Rhetoric and Propaganda Studies
  - APA: Review as needed
    - Review PDF handout on Infographics
    - Infographic software:
      - Piktochart: [https://piktochart.com/](https://piktochart.com/)
      - Canva: [https://www.canva.com/](https://www.canva.com/)
      - Venngage: [https://venngage.com/](https://venngage.com/)
    - Additional Website links in Blackboard
  - View: Reader Response Discussion Thread #8

**Week Eleven**

**April 4-April 10**

- Visual Arguments
  - Unit Four: Introduction to the Linkage of Rhetoric and Propaganda Studies
  - Read: (See Blackboard) Introduction to the Linkage of Rhetoric and Propaganda Studies
  - APA: Review as needed
    - PowerPoint Presentation Lecture in Blackboard
    - Additional Website links in Blackboard
  - View: Peer-Review
  - View: Reader Response Discussion Thread #9

**Contrast Power structures in current affair:** Include a Review of Literature with Four Research Questions Peer Review #2—for Assignment #4 No Reader Response this week

- **Week Ten**
  - **March 28-April 3**
  - Infographic, and Design; Presentation
    - Unit Four: Introduction to the Linkage of Rhetoric and Propaganda Studies
    - Read: (See Blackboard) Introduction to the Linkage of Rhetoric and Propaganda Studies
    - APA: Review as needed
      - Review PDF handout on Infographics
      - Infographic software:
        - Piktochart: [https://piktochart.com/](https://piktochart.com/)
        - Canva: [https://www.canva.com/](https://www.canva.com/)
        - Venngage: [https://venngage.com/](https://venngage.com/)
      - Additional Website links in Blackboard
    - View: Reader Response Discussion Thread #8

- **Week Eleven**
  - **April 4-April 10**
  - Visual Arguments
    - Unit Four: Introduction to the Linkage of Rhetoric and Propaganda Studies
    - Read: (See Blackboard) Introduction to the Linkage of Rhetoric and Propaganda Studies
    - APA: Review as needed
      - PowerPoint Presentation Lecture in Blackboard
      - Additional Website links in Blackboard
    - View: Peer-Review
    - View: Reader Response Discussion Thread #9

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<thead>
<tr>
<th>Week</th>
<th>Activities</th>
<th>Read: (See Blackboard)</th>
<th>APA: Review as needed</th>
<th>DUE: Reader Response Discussion#8 Blackboard</th>
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<tbody>
<tr>
<td>Thirteen</td>
<td>Online Presentation of Project</td>
<td>Introduction to implement post-truth strategies from the field of rhetoric propaganda studies</td>
<td>PowerPoint Presentation Lecture in Blackboard</td>
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<tr>
<td></td>
<td>Unit Five: Introduction to implement post-truth strategies from the field of rhetoric propaganda studies</td>
<td>View: Reader Response Discussion Thread #10</td>
<td>Review PDF handout on Executive Summary</td>
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<td>Additional Website links in Blackboard</td>
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<td>PowerPoint Presentation Lecture on WIT in Blackboard</td>
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<td>View: Infographic information</td>
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<td></td>
<td>View: Executive Summary Discussion</td>
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<tr>
<td>Week Twelve</td>
<td>Visual Arguments Continued</td>
<td>Introduction to implement post-truth strategies from the field of rhetoric propaganda studies</td>
<td>PowerPoint Presentation Lecture in Blackboard</td>
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<td></td>
<td>Unit Five: Introduction to implement post-truth strategies from the field of rhetoric propaganda studies</td>
<td>View: Reader Response Discussion Thread #9</td>
<td>Review as needed</td>
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<td>PowerPoint Presentation Lecture in Blackboard</td>
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<td>View: Reader Response Discussion Thread #10</td>
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<td>View: Executive Summary Discussion</td>
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<td>View: Infographic information</td>
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<td>View: Executive Summary Discussion</td>
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Develop an Infographic in the form of a propaganda poster that reflects the public policy speech/ Include a short reflection essay.

DUE: Reader Response Discussion#8 Blackboard

DUE: Reader Response Discussion#9 Blackboard

DUE: Assignment #7: Visual Argument: Create a Public Service Announcement (PSA) (or) Podcast

DUE: Assignment #8: Analysis of a Post-truth: Review an entry in a social media product. Include a short
| Week Fourteen | Visual Argument Research Poster and Debriefing with Executive Summary | Read: (See Blackboard)  
Introduction to implement post-truth strategies from the field of rhetoric propaganda studies  
**APA: Review as needed**  
PowerPoint Presentation Lecture in Blackboard  
Review: Executive Summary  
PowerPoint Presentation Lecture on WIT in Blackboard  
Additional Website links in Blackboard  
Helpful websites on executive summaries:  
USC Libraries: Research Guides:  
[http://libguides.usc.edu/writingguide/executivesummary](http://libguides.usc.edu/writingguide/executivesummary)  
University of Maryland: Executive Summaries:  
UniLearning: Report Writing:  
**View:** Debriefing: Executive Summary of Advocacy Issue Q & A Session (post questions) | DUE: Peer Review #4— for Assignment #9 |  
**DUE:** Assignment #9: Create a Visual Argument Research Poster for an academic conference in your major/field  
**DUE:** Peer Review #4—for Assignment #9  
**DUE:** Assignment #10 Part I: Executive Summary Post to Discussion Board  
**DUE:** (Part II) Executive Summary Paragraph on Topic from each author  
**DUE:** (Part II) Q & A from classmates to each author  
**DUE:** (Part III) Each author replies to each question. |
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<tbody>
<tr>
<td>April 25- May 1</td>
<td>Unit Five: Introduction to implement post-truth strategies from the field of rhetoric propaganda studies</td>
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</tbody>
</table>
| Week Fifteen | Debriefing with Executive Summary (This is the presentation of findings for report)  
Unit Five: Introduction to implement post-truth strategies from the field of rhetoric | Read: (See Blackboard)  
Introduction to implement post-truth strategies from the field of rhetoric propaganda studies  
**APA: Review as needed**  
PowerPoint Presentation Lecture in Blackboard  
Additional Website links in Blackboard  
**View:** Debriefing: Executive Summary of Advocacy Issue Q & A Session (respond to each Question)  
Complete Online Course Evaluations sent to your UTEP email | |
<table>
<thead>
<tr>
<th>Week Sixteen</th>
<th>Finals</th>
<th><strong>View:</strong> Your Grade book</th>
<th>Finals week: Check all of your scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exams: May 9-May 13</td>
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<td>propaganda studies</td>
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