

**Course:** RWS 3365: Advanced Composition Rhetorical Theory  
**CRN Section:** 25097  
**Course Theme:** The Study of Propaganda Studies in Rhetorical Theory  
**Course Dates:** January 21, 2020- May 7, 2020  
**Online:** Blackboard Platform  
**Time:** 10:30 a.m.11:50 p.m.  
**Day:** TR  
**Location:** UGLC 234  
**Instructor:** Esther Solis Al-Tabaa  
**Office:** Hudspeth 211  
**E-mail:** eal-tabaa@utep.edu  
**Phone:** (915) 747-6254  
**F2F Office Hours:** Tuesdays & Thursdays 12:00 p.m.,--1:00 p.m., Mountain Standard Time; Thursdays 9:20 a.m. -10:20 p.m., and briefly after class session ends outside classroom in the foyer, and by appointment.  
**Online Office Hours:** Monday- Sundays from 5:00 a.m. – 8:50 a.m. Tuesdays & Thursdays 12:00 a.m. -1:00 p.m., & Thursdays 9:30 a.m. -10:20 p.m., Mountain Standard Time; and by online appointment- use the online Blackboard platform email function to communicate. Will respond within 24 hours

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

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

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

### **Copyright**

© 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.

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### **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 —**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.*

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**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\\_LfM5SEIMZ62Br04HVxWBxKCVgniVDmdMYNhU5kimdsaAiDFEALw\\_wcB](http://www.apastyle.org/?gclid=Cj0KCQjwvezZBRDkARIsADKQyPnKyQuv_7pr_LfM5SEIMZ62Br04HVxWBxKCVgniVDmdMYNhU5kimdsaAiDFEALw_wcB)

Adobe Acrobat Reader DC <https://get.adobe.com/reader/otherversions/>

Microsoft Office 365 for Students (Free) Make sure to read instructions on how to apply and download software <https://products.office.com/en-US/student/office-in-education>

Grammarly: Free Writing Assistant: <https://www.grammarly.com/>

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

Weebly 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>

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**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. Your face-to-face and online participation are crucial to your success and is measured as part of your face-to-face and Fa presence.

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### **RWS 3365: Advanced Composition Rhetorical Theory**

#### **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.

Semester Calendar		
Dates	Units	Focus
1/21- 2/9	Unit One	Introduction to Rhetorical Concepts; Propaganda Concepts; Historical Concepts; Literacy and Writing Concepts,
2/10- 3/1	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;
3/2- 3/22	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
3/16- 3/20	Spring Break	No Class
3/23- 4/12	Unit Four	Introduction to the Linkage of Rhetoric and Propaganda Studies
4/13- 5/5	Unit Five	Introduction to implement post-truth strategies from the field of rhetoric propaganda studies
5/7	Last Day of Classes	Complete Projects
5/11- 5/15	Final Exams	Check Scores

### 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."<sup>1</sup>

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

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<sup>1</sup> Takacs, D. (2003, Summer). How Does your Positionality Bias your Epistemology? *The NEA Higher Education*

**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.<sup>2</sup>

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.”<sup>3</sup>

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.”<sup>4</sup>

### 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;*
- *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

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<sup>2</sup> Brummet, G., (1979, November). Three Meanings of Epistemic Rhetoric. SCA Convention. [PDF]. (p.4).

<sup>3</sup> Nahrkhalaji, S. S. (n.d.). Language, Ideology, and Power: A Critical Approach to Political Discourse. [PDF]. (Section, 1: Introduction).

<sup>4</sup> Brummet, G., (1979, November). Three Meanings of Epistemic Rhetoric. SCA Convention. [PDF]. (p.1).

- 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.

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### **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 prior to class.**

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### Course Policies

**Participation/Attendance:** This course meets face-to-face 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.

**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

The image shows the Blackboard logo, which consists of the letters 'Bb' in a white, sans-serif font on a solid orange rectangular background. To the right of the logo, the word 'Blackboard' is written in a smaller, black, sans-serif font.

- 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.
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### Classroom Etiquette and Online “Netiquette”

- Electronic devices can be very helpful in the classroom whether a smartphone, tablet, or computer. However, if their use does not contribute to the conversation or tasks in the classroom then I have the right to ask you to put it away or turn it off, even if it is a personal device.
- Debate, critical inquiry, and intellectual diversity are essential elements to higher education and a process of learning. There is the potential during this course for controversial and sensitive topics to be discussed during small group or whole class interaction, and to surface through our social media activity. You are expected to demonstrate the utmost respect and courtesy for your peers with differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be tolerated.
- As a general rule, always consider audience, in class and online. Remember that members of the class and the instructor will be reading any postings. When reacting to someone else’s message (verbal or written), address the ideas, not the person.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a f2f situation.
- Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).
- As a courtesy to the class when in a face-to-face environment, turn off or place on silent mode all cell phones. Do not take pictures/photos/video footage of classmates or instructor. Treat others, as you would like to be treated.
- Treat each other with respect. I will not tolerate obscenities and disrespect to fellow classmates, guest speakers or to me. I will ask you to leave my classroom if this occurs. I also reserve the right to drop you from the course if you are preventing others from learning because of your face-to-face and online classroom disruptions.
- Title IX: <https://www.utep.edu/titleix/> --Make sure to read the new reporting requirement by all UTEP Employees: <https://www.utep.edu/titleix/bulletins/bulletin-092517.html>

**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.**

#### Online Classroom Net-Etiquette

As a courtesy to the online classroom environment, treat others, as you would like to be treated. Treat each other with respect. I will not tolerate obscenities and disrespect to fellow classmates, online guest speakers or to me. I will ask you to leave the online classroom if this occurs. I also reserve the right to drop you from the online course if you are preventing others from learning because of classroom hostilities. Be professional during your online sessions. Eliminate profanity in your posted discussions. Give fair and honest critics on peer review work without insulting the writer. Make sure to respond promptly to group work and peer review work. Remember the writer is on a timeline too. Post your discussions in a timely manner so others will have time to read and respond to your postings.

#### 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.

### **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
- Cases of plagiarism will be reported to the Dean of Students: <https://www.utep.edu/student-affairs/>

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### **Administrative Components of the Course**

**Attendance:** According to The University of Texas at El Paso's catalog: "The student is expected to attend all classes and laboratory sessions and attendance is mandatory for all freshman-level courses (1XXX). It is the responsibility of the student to inform each instructor of extended absences. 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 and with a grade of F after the course drop deadline." (For further information regarding excused absences for university-recognized activities, absences for religious holy days, and military leave refer to UTEP's Catalog Curriculum and Classroom Policies: <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>)

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

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

**Late Work:** All assignments are due on the due dates posted. Assignments uploaded late will be penalized a letter grade for each class day that the work is late. If for some reason you cannot turn in your assignment because of scheduling problem, e.g., going out of town, no Internet access, you may turn the assignment in early. Please let me know if there are any issues that prevent you from completing work in a timely manner or issues with Internet access.

**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.

**E-mailed Assignments:** Do not e-mail me any work unless I specify. If I cannot open up your document, you are responsible for turning in a hardcopy. All electronic submissions should be sent through **Blackboard**.

**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.

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**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.

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**Academic Integrity:** The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

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

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

**ADA:** The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or [cass@utep.edu](mailto:cass@utep.edu). The CASS is located

in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

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

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

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### 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.

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

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

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### 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.

Detailed rubrics and specific guidelines will be available in the weekly modules. It is very important not 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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#### 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.

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.

<b>Course Assignments: Overview Semester Calendar 16 -Week Course</b>		
<b>Due Dates</b>	<b>Assignments</b>	<b>Points</b>
<b>Weekly Discussions: Break down of discussions: Initial Post due on Wednesday- Reply to Two Students by Sunday</b>		
Weekly throughout the semester located under discussions *see Blackboard discussions for exact days to post and respond to classmates	Online 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)	100
<b>Online Collaboration</b>		
Throughout the semester before major assignment due date located under discussions *see Blackboard peer-reviews sessions for exact days to post and respond to classmates	Online Collaborative Peer-Review Sessions (4) 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.	40
<b>Major Assignments</b>		
End of Week Four (Sunday)	Assignment #1: Book Review: Psychology of Intelligence Analysis	100
End of Week Six (Sunday)	Assignment # 2: Article Analysis from suggested database academic scholarly readings	100
End of Week Seven (Sunday)	Assignment #3: <b>Research Component:</b> 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	60
End of Week Nine (Sunday)	Assignment # 4: <b>Research Component:</b> 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	100
End of Week Ten (Sunday)	Assignment #5: Analyze a Public Policy Speech	100
End of Week Eleven (Sunday)	Assignment # 6: Visual Argument: Develop an Infographic in the form of a propaganda poster that reflects the public policy speech/ Include a short <u>reflection essay</u> Peer Review #3—for Assignment #6	100
End of Week Twelve (Sunday)	Assignment #7: Visual Argument: Create a Public Service Announcement (PSA) (or) Podcast	100
End of Week Thirteen (Sunday)	Assignment #8: Analysis of a Post-truth: Review an entry in a social media product. Include a short analysis and <u>reflection essay</u>	50

End of Week Fourteen (Sunday) Through Week Fifteen (Sunday)	Assignment #9: Create a Visual Argument Research Poster for an academic conference in your major/field Peer Review #4—for Assignment #9	100
End of Week Fourteen (Sunday) Through Week Fifteen (Sunday)	Assignment #10 Debriefing: Executive Summary of Professional Issue Q & A Session	50
Finals (Week Sixteen)	Complete all Q&A and check scores	
<b>Totals</b>		<b>1000</b>

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

### 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:

Breakdown: **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 **Thursday 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.

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**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)**

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**\*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)**

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**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.**

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**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)**

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**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.

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**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.**

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**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.

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**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. It is now time to present your findings to the class. This online presentation has three components. **First:** Write an executive summary (no more than one page single-spaced or 500 words) on your issue/topic and include the research questions investigated in your literature review/primary research report. Then post the executive summary under the discussion forum (or as your instructor assigns). **Second:** Every student in the class will post one question to every author's executive summary. Make sure to post in a timely manner. This will allow the author ample time to provide answers to all the questions (or as your instructor assigns). **Third:** The author will answer and respond to all questions and debrief the class on the issue/topic.

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.**

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### 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."

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Semester Calendar		
Dates	Units	Focus
1/21- 2/9	Unit One	Introduction to Rhetorical Concepts; Propaganda Concepts; Historical Concepts; Literacy and Writing Concepts,
2/10- 3/1	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;
3/2- 3/22	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
3/16-3/20	Spring Break	No Class
3/23- 4/12	Unit Four	Introduction to the Linkage of Rhetoric and Propaganda Studies
4/13- 5/5	Unit Five	Introduction to implement post-truth strategies from the field of rhetoric propaganda studies
5/7	Last Day of Classes	Complete Projects
5/11-5/15	Final Exams	Check Scores

<b>Overview Semester Calendar</b>			
<b>Weekly Schedule (Subject to change)</b>			
<b>OR: Online Readings/ UTEP Library material</b>			
<b>PDF: Portal Digital Format (Handouts located in Blackboard Folders)</b>			
<b>American Psychological Association = (APA) website, use as needed</b>			
<b>--Additional: Online Readings and PDFs</b>			
<b>16 – Week Course</b>	<b>Discussion Class Topics</b>	<b>Preliminary Textbook Reading Material Detailed Lecture Information in Each Week located in Blackboard and Website Links</b>	<b>Assignments</b>
<b>Week One</b>  <b>January 21- January 26</b>	Class Introduction;  Review Blackboard course;  Unit One: Introduction to Rhetorical Concepts; Propaganda Concepts; Historical Concepts; Literacy and Writing Concepts	Buy Textbook and beginning reading; <b>PowerPoint Presentation Lecture in Blackboard</b> Read [PDF]: Book: Psychology of Intelligence Analysis by Richard J. Heurer, Jr. Read all the book if possible this week <a href="http://www.dtic.mil/dtic/tr/fulltext/u2/a500078.pdf">http://www.dtic.mil/dtic/tr/fulltext/u2/a500078.pdf</a>  Read the <i>Miniature Guide to Critical Thinking: Concepts and Tools</i> [PDF] by Paul & Elder. Located under Online Readings in Blackboard.  <b>View:</b> Introductions	DUE: Introductions  DUE: Coursework Permission Submission  READ: Paul & Elder Heurer
<b>Week Two</b>  <b>January 27- February 2</b>	Conducting Research;  Database use: Librarian Joy Urbina  Developing Research Questions for Research Topic  Unit One: Introduction to Rhetorical Concepts; Propaganda Concepts;	<b>See Blackboard Discussion Post for details</b> <b>APA: Review as needed</b> Continue: Read PDF: Book: Psychology of Intelligence Analysis by Richard J. Heurer, Jr.  <b>Read:</b> Propaganda and Rhetoric in Democracy: History, Theory, Analysis Ed. By Gae Lyn Henderson & M.J. Braun  <b>PowerPoint Presentation Lecture in Blackboard</b> Review PDF handout on Developing Research Questions Review PDF handout on Proposal  <b>APA—online overview</b> Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard: <a href="http://guides.library.harvard.edu/sixreadinghabits">http://guides.library.harvard.edu/sixreadinghabits</a>  <b>View:</b> Reader Response Discussion Thread #2	In-class: Socratic Method Q&A  <b>DUE: Reader Response Discussion #1</b>  <b>Read:</b> Propaganda and Rhetoric in Democracy...  <i>Forward, Introduction, Chapter 1-3</i>

	Historical Concepts; Literacy and Writing Concepts		
<b>Week Three</b> <b>February 3-9</b>	<p>Develop Citation Analysis with Extended Critical Annotated Bibliography (CAB)</p> <p><i>Discuss Book Review Process</i></p> <p>APA Style</p> <p>Unit One: Introduction to Rhetorical Concepts; Propaganda Concepts; Historical Concepts; Literacy and Writing Concepts</p>	<p><b>Read:</b> Propaganda and Rhetoric in Democracy: History, Theory, Analysis Ed. By Gae Lyn Henderson &amp; M.J. Braun</p> <p><b>See Blackboard Discussion Post for details</b></p> <p><b>APA: Review as needed</b></p> <p>Additional: Online Readings /PDF Handouts: Additional Guidelines and Student Sample</p> <p><b>PowerPoint Presentation Lecture</b></p> <p>Additional Websites: Purdue OWL APA Style Public Discussion of Literature Review of Research on Critical Needs..... <a href="https://www.youtube.com/watch?v=13h4sB9IYMk">https://www.youtube.com/watch?v=13h4sB9IYMk</a></p> <p><b>Websites:</b> Stork, David. "How to Ask Good Questions." TEDx. YouTube. 25 April 2013. 7 Nov. 2015. <a href="https://www.youtube.com/watch?v=PkcHstP6Ht0">https://www.youtube.com/watch?v=PkcHstP6Ht0</a>.</p> <p><b>View:</b> Watch Public Discussion of Literature Review of Research on Critical Needs..... <a href="https://www.youtube.com/watch?v=13h4sB9IYMk">https://www.youtube.com/watch?v=13h4sB9IYMk</a> Review: Read the <i>Miniature Guide to Critical Thinking: Concepts and Tools</i> [PDF] by Paul &amp; Elder. Located under Online Readings in Blackboard. Use p. 13 for analysis of the selected article</p> <p><b>View:</b> Reader Response Discussion Thread #3</p>	<p><b>DUE: Reader Response Discussion #2</b></p> <p><b>Read:</b> Propaganda and Rhetoric in Democracy...</p> <p>Forward, Introduction, Chapter 4-7</p>
<b>Week Four</b> <b>February 10-16</b>	<p>Peer-Review Process;</p> <p>Complete BR;</p> <p>Unit Two: Introduction to Bourdieu's Key Concepts of the Field of Power; Introduction to Antonio Gramsci's focus on Culture and Politics;</p>	<p><b>Read:</b> Propaganda and Rhetoric in Democracy: History, Theory, Analysis Ed. By Gae Lyn Henderson &amp; M.J. Braun</p> <p><b>See Blackboard Discussion Post for details</b></p> <p><b>APA: Review as needed</b></p> <p><b>PowerPoint Presentation Lecture in Blackboard</b></p> <p>Review: Read the <i>Miniature Guide to Critical Thinking: Concepts and Tools</i> [PDF] by Paul &amp; Elder. Located under Online Readings in Blackboard. Use p. 13 for analysis of the selected article</p> <p>Review PDF handout on CAB Additional Website links in Blackboard</p> <p><b>View:</b> Reader Response Discussion Thread #4</p>	<p><b>DUE: Reader Response Discussion #3</b></p> <p><b>Read:</b> Propaganda and Rhetoric in Democracy...</p> <p>Forward, Introduction, Chapter 8-11</p> <p><b>DUE: Assignment #1: Book Review:</b> Psychology of Intelligence Analysis database</p>

	Introduction to Foucault's Concepts of Power;		readings
<p><b>Week Five</b></p> <p><b>February 17-February 23</b></p>	<p>CAB</p> <p>Review APA style</p> <p>In-text Citation and References</p> <p>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;</p>	<p><b>Read: TBA (See Blackboard)</b></p> <p>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;</p> <p><b>APA: Review as needed</b></p> <p><b>PowerPoint Presentation Lecture in Blackboard</b></p> <p>Review PDF handout on Review of Literature</p> <p>Additional Website links in Blackboard</p> <p><b>View: Reader Response Discussion Thread #5</b></p>	<p><b>DUE: Reader Response Discussion #4</b></p> <p><b>TBA</b></p>
<p><b>Week Six</b></p> <p><b>February 24-March 1</b></p>	<p>CAB;</p> <p>Develop Review of Literature</p> <p>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;</p>	<p><b>Read: TBA (See Blackboard)</b></p> <p>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;</p> <p><b>APA: Review as needed</b></p> <p><b>PowerPoint Presentation Lecture in Blackboard</b></p> <p><b>Additional:</b> Online Readings /PDF Handouts: Additional Guidelines and Student Sample for the Assignment Three: Critical Annotated Bibliography</p> <p>Website: Purdue OWL Chicago</p> <p>Additional Website links in Blackboard</p> <p><b>View: Reader Response Discussion Thread #6</b></p>	<p><b>DUE: Reader Response Discussion #5</b></p> <p><b>TBA</b></p> <p>Due: Assignment # 2; Article Analysis from suggested database academic scholarly readings</p>

<p><b>Week Seven</b> <b>March 2- March 8</b></p>	<p>Peer Review Process</p> <p>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</p>	<p><b>Read: TBA (See Blackboard)</b> Introduction to Technology and Arguments; Visual Arguments, Propaganda Posters in Times of War and Peace; Images with Policymaking repercussions; Audio and Social Media technologies</p> <p><b>APA: Review as needed</b> <b>PowerPoint Presentation Lecture on WIT in Blackboard</b> Additional Website links in Blackboard <b>View:</b> Reader Response Discussion Thread #6</p>	<p><b>No Reader Response this week</b></p> <p><u>DUE: Peer Review #1</u>—for Assignment #3</p> <p><u>DUE: Assignment #3: Research Component:</u> Topic Proposal Memo with a Citation Analysis with Extended Critical Annotated Bibliography (CAB) for topic selection (sources/include 4 four research questions)</p>
<p><b>Week Eight</b> <b>March 9 - March 15</b></p>	<p>Peer Review: Editing and Revising; check APA Style</p> <p>Unit Three: Introduction to Technology and Arguments; Visual Arguments, Propaganda Posters in Times of War and Peace; Images with</p>	<p><b>Read: TBA (See Blackboard)</b> Introduction to Technology and Arguments; Visual Arguments, Propaganda Posters in Times of War and Peace; Images with Policymaking repercussions; Audio and Social Media technologies</p> <p><b>APA: Review as needed</b> <b>PowerPoint Presentation Lecture in Blackboard</b> Additional Website links in Blackboard <b>View:</b> Reader Response Discussion Thread #8 <b>View:</b> Peer-Review #4 RLR</p>	<p><u>DUE: Reader Response Discussion #6 TBA</u></p>

	<p>Policymaking repercussions; Audio and Social Media technologies</p>		
<p><b>Spring Break</b> March 16- March 22</p>	<p>Spring Break</p>	<p><b>Spring Break</b></p>	<p>Spring Break</p>
<p><b>Week Nine</b>  March 23- March 29</p>	<p>Visual Rhetoric Outline-Storyboard for visuals</p> <p>Unit Four: Introduction to the Linkage of Rhetoric and Propaganda Studies</p>	<p><b>Read: TBA (See Blackboard)</b> Introduction to the Linkage of Rhetoric and Propaganda Studies</p> <p><b>APA: Review as needed</b> Infograph(ics) Additional: Online Readings /PDF Handouts: Infograph(ic) Flyer examples <b>PowerPoint Presentation Lecture on WIT in Blackboard</b> Additional Website links in Blackboard</p> <p><i>Defining Visual Rhetorics.</i> [PDF]. By Charles A. Hill &amp; Maguerite Helmes.</p> <p><b>View:</b> Reader Response Discussion Thread #7</p>	<p><u>DUE: Peer Review #2</u>—for Assignment #4</p> <p><u>DUE: Assignment # 4: Research Component:</u> 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</p> <p><b>No Reader Response this week</b></p>
<p><b>Week Ten</b>  March 30- April 5</p>	<p>Infographic, and Design; Presentation</p> <p>Unit Four: Introduction to the Linkage of Rhetoric and Propaganda Studies</p>	<p><b>Read: TBA (See Blackboard)</b> Introduction to the Linkage of Rhetoric and Propaganda Studies</p> <p><b>APA: Review as needed</b> Review PDF handout on Infographics <b>PowerPoint Presentation Lecture on WIT in Blackboard</b></p> <p>Infographics by Nathaniel Rivers: <a href="http://www.nathanielrivers.org/infographics/">http://www.nathanielrivers.org/infographics/</a></p> <p>Infographic software: Piktochart: <a href="https://piktochart.com/">https://piktochart.com/</a> Canva: <a href="https://www.canva.com/">https://www.canva.com/</a> Venngage: <a href="https://venngage.com/">https://venngage.com/</a> Additional Website links in Blackboard</p> <p><b>View:</b> Reader Response Discussion Thread #8</p>	<p>On your own Story board the Infographic (decide what you want to include from your compiled research on a procedure</p> <p><u>DUE: Reader Response Discussion#7 TBA</u></p> <p><u>DUE:</u> Assignment #5: Analyze a Public Policy Speech</p>

<p><b>Week Eleven</b>  <b>April 6- April 12</b></p>	<p>Visual Arguments Unit Four: Introduction to the Linkage of Rhetoric and Propaganda Studies</p>	<p><b>Read: TBA (See Blackboard)</b> Introduction to the Linkage of Rhetoric and Propaganda Studies <b>APA: Review as needed</b> <b>PowerPoint Presentation Lecture in Blackboard</b> Additional Website links in Blackboard  <b>View:</b> Peer-Review <b>View:</b> Reader Response Discussion Thread #9</p>	<p><b>DUE:</b> Peer Review #3—for Assignment #6  <b>DUE:</b> <u>Assignment # 6:</u> Visual Argument: Develop an Infographic in the form of a propaganda poster that reflects the public policy speech/ Include a short reflection essay  <b>DUE: Reader Response Discussion#8 TBA</b></p>
<p><b>Week Twelve</b>  <b>April 13- April 19</b></p>	<p>Visual Arguments Continued  Unit Five: Introduction to implement post-truth strategies from the field of rhetoric propaganda studies</p>	<p><b>Read: TBA (See Blackboard)</b> Introduction to implement post-truth strategies from the field of rhetoric propaganda studies  <b>APA: Review as needed</b> <b>PowerPoint Presentation Lecture in Blackboard</b> Additional Website links in Blackboard <b>View:</b> Reader Response Discussion Thread #10</p>	<p><b>DUE: Reader Response Discussion#9 TBA</b>  <b>DUE:</b> <u>Assignment #7:</u> Visual Argument: Create a Public Service Announcement (PSA) (or) Podcast</p>
<p><b>Week Thirteen</b>  <b>April 20- April 26</b></p>	<p>Online Presentation of Project  Unit Five: Introduction to implement post-truth strategies from the field of rhetoric propaganda</p>	<p><b>Read: TBA (See Blackboard)</b> Introduction to implement post-truth strategies from the field of rhetoric propaganda studies  <b>APA: Review as needed</b> <b>PowerPoint Presentation Lecture in Blackboard</b> Review PDF handout on Executive Summary Additional Website links in Blackboard PowerPoint Presentation Lecture on WIT in Blackboard <b>View:</b> Infographic information <b>View:</b> Executive Summary Discussion</p>	<p><b>DUE: Reader Response Discussion#10 TBA</b>  <b>DUE:</b> Assignment #8: Analysis of a Post-truth: Review an entry in a social media</p>

	studies		product. Include a short analysis and <u>reflection essay</u>
<b>Week Fourteen</b> <b>April 27- May 3</b>	Visual Argument Research Poster; and Debriefing with Executive Summary  Unit Five: Introduction to implement post-truth strategies from the field of rhetoric propaganda studies	<b>Read: TBA (See Blackboard)</b> Introduction to implement post-truth strategies from the field of rhetoric propaganda studies  <b>APA: Review as needed</b> <b>PowerPoint Presentation Lecture in Blackboard</b> Review: Executive Summary <b>PowerPoint Presentation Lecture on WIT in Blackboard</b> Additional Website links in Blackboard Review PDF handouts on Executive Summary Helpful websites on executive summaries: USC Libraries: Research Guides: <a href="http://libguides.usc.edu/writingguide/executivesummary">http://libguides.usc.edu/writingguide/executivesummary</a> University of Maryland: Executive Summaries: <a href="http://www.umuc.edu/current-students/learning-resources/writing-center/writing-resources/executive-summaries/index.cfm">http://www.umuc.edu/current-students/learning-resources/writing-center/writing-resources/executive-summaries/index.cfm</a> UniLearning: Report Writing: <a href="https://unilearning.uow.edu.au/report/4bi1.html">https://unilearning.uow.edu.au/report/4bi1.html</a> <b>View:</b> Debriefing: Executive Summary of Advocacy Issue Q & A Session (post questions)	<u>DUE:</u> Peer Review #4—for Assignment #9  <u>DUE:</u> <u>Assignment #9:</u> Create a Visual Argument Research Poster for an academic conference in your major/field Peer Review #4—for Assignment #9  <u>DUE:</u> Assignment #10 Part I: Executive Summary Post to Discussion Board
<b>Week Fifteen</b> <b>May 4- May 7</b>  <i>Dead Day: December 8</i>	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 propaganda studies	<b>Read: TBA (See Blackboard)</b> Introduction to implement post-truth strategies from the field of rhetoric propaganda studies  <b>APA: Review as needed</b> <b>PowerPoint Presentation Lecture in Blackboard</b> Additional Website links in Blackboard  <b>View:</b> Debriefing: Executive Summary of Advocacy Issue Q & A Session (respond to each Question)  <b>Complete Online Course Evaluations sent to your UTEP email</b>	<u>DUE:</u> (Part II) Executive Summary Paragraph on Topic from each author  <u>DUE:</u> (Part II) Q & A from classmates to each author  <u>DUE:</u> (Part III) Each author replies to each question.

<b>Week Sixteen</b>  May 13- May 17	Finals	<b>View:</b> Your Grade book	Finals week: Check all of your scores
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