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Program Overview

At UTEP, the First-Year Composition (FYC) program in the English department offers two first-year courses that are typically taken as a sequence, RWS 1301—Rhetoric and Composition I and RWS 1302—Rhetoric and Composition II. These courses are intended to help students develop their rhetorical and writing knowledge and skills within these five knowledge domains: writing process knowledge, subject matter knowledge, rhetorical knowledge, genre knowledge, and discourse community knowledge. Therefore, we teach writing as a complex activity through which students are given guidance and often collaborate. Drawing on the rich scholarship of Rhetoric and Writing Studies, we have designed our courses to help students address the challenges of 21st century composing. In these courses, students are empowered to determine the most effective strategies, arrangements, and media to use in different rhetorical contexts.

Statement for Online Learning

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

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

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

RWS 1301 and 1302 Learning Outcomes

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

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

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

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

Research
• Learn to formulate research questions, methods for research, and analyze and synthesize material
• Develop 21st century technological literacies and modalities needed for researching and composing
• Locate and evaluate primary and secondary materials, such as: journal articles and essays, books, scholarly and professionally established and maintained databases and archives, and informal electronic networks and internet sources.
• Learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material)

• Apply research to various genres and cite sources in American Psychological Association Style (APA) or Modern Language Association Style (MLA)

Assessment
• Use reflective learning strategies to self-assess and understand one’s processes and products
• Collaborate
• Integrate and act on critical feedback from peers and instructors
• Understand and examine critically the reasons behind writing conventions in fields and disciplines

Course Description

Rhetoric & Composition 1 (RWS 1301) is intended to help students develop and reflect on their rhetorical and writing knowledge including awareness of social and racial justice, and the implications of their language choices, based on the understanding that language is never neutral. RWS 1301 helps students reach their academic and professional goals as writers. Course assignments invite students to explore cultural, political, linguistic, racial, and social issues through topics that appeal to their interests and sense of civic responsibility as members of various communities.

The curriculum consists of these 5 modules:

MODULE 1 – Taking Inventory
• Exploring texts
• Experimenting with multimedia
• Collaborative project on studying texts, authorship, and the idea of composition

MODULE 2 – Autoethnographic Study of Self and Language Experiences
• Language and literacy: relationship to home and language
• Looking back on your linguistic identities
• How do linguistic and cultural experiences affect your ideas about what it means to write in college?

MODULE 3 – Remixing the Self Study
• Adapting to another audience—audience analysis
• Examining an alternative genre—genre analysis
• Composing in a new medium
• Rhetorical analysis

MODULE 4 – Social Issue Investigation
• Identifying an issue of personal and social concern
• Interrogating assumptions, biases, and representations through topic research
• Report with annotated bibliography for future study

MODULE 5 – Visual argument
• Creating infographic, PSA, or alternative visual project
• Presentation of infographics and PSAs

Required Texts
Click images for link to UTEP Bookstore.


FYC Handbook – this free version is only available for Fall 2021.

Additional Readings will be posted on Blackboard.

Required Materials
• Access to UTEP email and course Blackboard
• Adobe Acrobat or Adobe Acrobat PDF Reader
• Microsoft Word or equivalent
• FlipGrid Student Account
RWS 1301 HABITS OF THE CREATIVE MIND

Course Assignments

Check Blackboard for a full module points breakdown and assignment descriptions.

MODULE 1 – Taking Inventory [140 Points]

MODULE 2 – Autoethnographic Study of Self and Language Experience [240 Points]

MODULE 3 – Remixing the Self Study [190 Points]

MODULE 4 – Social Issue Investigation [250 Points]

MODULE 5 – Visual argument [180 Points]

Grading

Your instructor will assign due dates for all and will provide you with detailed assignment sheets that describe expectations, constraints, and deadlines for each project. You are required to adhere to the terms of your instructor’s grading policy that is attached to this syllabus.

Grade Distribution

Students can earn a total of 1000 points for the course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>1000-</td>
</tr>
<tr>
<td>B</td>
<td>899-</td>
</tr>
<tr>
<td>C</td>
<td>799-</td>
</tr>
<tr>
<td>D</td>
<td>699-</td>
</tr>
<tr>
<td>E</td>
<td>599 &amp;</td>
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Assignment Grade Weights

<table>
<thead>
<tr>
<th>Assignment Grade Weights</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Review Workshops</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Journals</td>
<td>15%</td>
</tr>
<tr>
<td>Drafts and Proposals</td>
<td>10%</td>
</tr>
<tr>
<td>Writing Projects</td>
<td>50%</td>
</tr>
</tbody>
</table>

Course Delivery

In fall 2021, RWS 1301 will be held primarily face-to-face on campus. There are a few sections that are designated as online. Those classes may meet synchronously while others may meet asynchronously through Blackboard. Whether face-to-face or online, the course is designed to engage students through discussions with your classmates and instructor using Blackboard (Bb). In order to succeed in the course, you will need to have regular use of the internet and a stable connection regardless of whether your class meets face-to-face or online. Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer. If you don’t have a computer or reliable internet at home, the university can help you with resources:

**Technology Support - UTEP**

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

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. 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 as they are trained specifically in assisting with technological needs of students.

Course Policies

Submit via Blackboard only. I do not accept email submissions.

Late Work: All late assignments will be docked 15% per day they are late. I will not accept any assignments that are more than 3 days past their due date.

Extension Policy: I do not grant extensions for class work other than major assignments. You must contact me to discuss extensions. Extensions are not guaranteed, and they are granted on a case-by-case basis.

Make-Up Work: I do not allow make-up work for group assignments or missed discussion or class activities.
submitted assignment with your name and the title of the assignment. (For example: jmartinez rhetanalysis draft; jmartinez rhetanalysis final).

Late Work:
It is important to submit work before deadlines for full credit and feedback. See my assignment policy above, on the previous page.

Participation & Engagement:
Participation will be measured by your engagement with class activities, face-to-face and online.

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

Communication Policy
If you send me an email, always include a greeting, your name, and which class you are in.

I check my email daily but allow a 24-hour period for replies.

Emails sent on weekends will be replied to on the next business day.

If you make an appointment with me to meet during office hours, please be on time and prepared. Please be aware I only offer virtual office hours through Zoom.

University & Program Policies

FYC Class Attendance Policy
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.

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

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

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

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

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

Missing a scheduled conference with the instructor constitutes an absence.

For Hybrid courses
The attendance policy for hybrid courses aligns with the structure for face-to-face courses with each missed weekly class meeting constituting absence from a week of class.

The program recommends that the student contact the instructor to discuss the attendance policy and how it applies in cases in which it is not possible to attend a weekly class meeting, while continuing to maintain robust participation in class activities. [see also online courses]

For Online courses
In an online class, attendance is measured by participation in class
activities. The attendance policy for online courses aligns with the structure for face-to-face courses, with each missed week of class activities constituting absence from a week of class.

The instructor can measure participation through various pathways, such as completion of scaffolded 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.

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.

Course Schedule
A course schedule for this class is available on Blackboard. There, you will find the specific due dates for all assignments and readings for this course. I will give announcements and reminders about homework and assignments, but it is your responsibility to keep track of all due date.

Student Resources
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.
Important Dates for Spring 2021 Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 23</td>
<td>First Day of Classes</td>
</tr>
<tr>
<td>Aug 23-27th</td>
<td>Late Registration (Fees are incurred)</td>
</tr>
<tr>
<td>Sept 6th</td>
<td>Labor Day Holiday - University Closed</td>
</tr>
<tr>
<td>Sept 8th</td>
<td>Fall Census Day</td>
</tr>
<tr>
<td>Oct 29th</td>
<td>Fall Drop/Withdrawal Deadline</td>
</tr>
<tr>
<td>Nov 25-26th</td>
<td>Thanksgiving Holiday - University Closed</td>
</tr>
<tr>
<td>Dec 2nd</td>
<td>Fall – Last day of classes</td>
</tr>
<tr>
<td>Dec 3rd</td>
<td>Dead day</td>
</tr>
<tr>
<td>Dec 6-10th</td>
<td>Fall Final Exams</td>
</tr>
</tbody>
</table>

Note: This is the last day to register for classes. If payment is not received by this day, students will be dropped.

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.

Course Support Resources

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

*Census Day: I reserve the right to drop students for lack of effort, multiple absences, multiple missed assignments, and missed lab time. If I drop students who fall into these categories before Census Day, I will determine whether the drop will be an “F” or a “W.” Any drops made after Census Day will automatically be an “F,” regardless of the reason for the drop.

Final Note: Policies in this syllabus are all subject to change at instructor’s discretion. I will notify you in writing if anything in this syllabus is updated.

Image Credits: 1) Photo by Aaron Burden via unsplash.com; 2) Photo by Yannick Pulver via unsplash.com; 3) Photo by Nick Morrison via unsplash.com; 4) Photo by Ameen Shareef via unsplash.com; 5) Photo by Patrick Tomasso via unsplash.com; 6) Photo by Solen Fayyisa via unsplash.com.

Syllabus updated 2-12-21.
FALL 2021: COVID-19 STATEMENT

As we continue to deal with the impact of the COVID-19 virus and its variants, it has become even more important to clearly outline and communicate the safety precautions I intend to follow in our course. Please read the following statements carefully and understand that your enrollment in my course indicates agreement with all the policies within this syllabus.

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.

No-Contact Environment
In keeping with the safety precautions to prevent the spread of COVID-19, all assignments in this course will be delivered and turned in through the Blackboard online interface. I will not collect handwritten or printed out papers or assignments in this course. Please note that my office hours are completely virtual this semester.

Class Communication
I have mentioned this already in the earlier parts of the syllabus, but it warrants repetition: I will always communicate with you through Blackboard or through UTEP email. It is extremely important that you check your email daily, especially on days we have class. I do not plan on it, but there may be moments in the semester where I will have to make emergency changes to the class meetings or how the assignments will be completed. I will always communicate these changes through Blackboard and by emailing to your student email (ending in @miners.utep.edu). If you do not have access to Blackboard or to your student email, you need to contact the Help Desk and fix that as soon as possible.

UTEP COVID-19 Information
Keep up with the latest information about COVID-19 through UTEP’s website: https://www.utep.edu/chs/shc/covid-19-information.html
Course Calendar

All assignments will be submitted to Blackboard in the assignment portals of the corresponding section they are listed with. All due date times are in Mountain Daylight Time.

Each module and section of our course contains readings, lectures, and course materials not listed in this course calendar. They are listed in our Blackboard. It is your responsibility to keep up with and follow all due dates included here and on our course Blackboard.

<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Monday</th>
<th>Wednesday</th>
<th>What’s Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One:</td>
<td>Section 1: Exploring Texts</td>
<td>Read: Habits of the Creative Mind, Chapter 1: Orienting (pgs. 1-20)</td>
<td>Read: Habits of the Creative Mind, Chapter 1: Orienting (pgs. 1-20)</td>
<td>Journal #1 due Friday, August 27, 2021 by 11:59PM MDT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard: Module 1, Section 1 (all readings and videos in folder)</td>
<td>Blackboard: Module 1, Section 1 (all readings and videos in folder)</td>
<td></td>
</tr>
<tr>
<td>Week Two:</td>
<td>Section 2: Experimenting with Multimedia</td>
<td>Read: Habits of the Creative Mind, Chapter 2: Beginning (pgs. 21-42)</td>
<td>Read: Habits of the Creative Mind, Chapter 2: Beginning (pgs. 21-42)</td>
<td>Journal #2 due Friday, September 3, 2021 by 11:59PM MDT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard: Module 1, Section 2 (all readings and videos in folder)</td>
<td>Blackboard: Module 1, Section 2 (all readings and videos in folder)</td>
<td></td>
</tr>
<tr>
<td>Week Three:</td>
<td>Section 3: Collaborative Project...</td>
<td>Read: Habits of the Creative Mind, Chapter 3: Paying Attention (pgs. 45-57)</td>
<td>Read: Habits of the Creative Mind, Chapter 3: Paying Attention (pgs. 45-57)</td>
<td>Journal #3 due Friday, September 10, 2021 by 11:59PM MDT.</td>
</tr>
<tr>
<td></td>
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<td>Habits of the Creative Mind, Ch. 7: “On Seeing as a Writer” (pg. 129)</td>
<td>Habits of the Creative Mind, Ch. 7: “On Seeing as a Writer” (pg. 129)</td>
<td>Prompt available on Blackboard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read: FYC Handbook, Module 1: Taking Inventory</td>
<td>Read: FYC Handbook, Module 1: Taking Inventory</td>
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<tr>
<td></td>
<td></td>
<td>Blackboard: Module 1, Section 3 (all readings and videos in folder)</td>
<td>Blackboard: Module 1, Section 3 (all readings and videos in folder)</td>
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</tr>
<tr>
<td>Date</td>
<td>Section</td>
<td>Monday</td>
<td>Wednesday</td>
<td>What’s Due</td>
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</table>
| Week Four: | Section 1: Language and Literacy | **Read:** Habits of the Creative Mind, Chapter 2, “On Unlearning” (p. 23)  
Chapter 7, “On Reading as a Writer” (p. 129) and “On Reading in Slow Motion” (pg. 140)  
**Read:** FYC Handbook, Module 2  
**Blackboard:** Module 2, Section 1 (all readings and videos in folder) | **Read:** Habits of the Creative Mind, Chapter 2, “On Unlearning” (p. 23)  
Chapter 7, “On Reading as a Writer” (p. 129) and “On Reading in Slow Motion” (pg. 140)  
**Read:** FYC Handbook, Module 2  
**Blackboard:** Module 2, Section 1 (all readings and videos in folder) | **Journal #4 due Friday, September 17, 2021 by 11:59PM MDT.**  
**Prompt available on Blackboard.** |
| Week Five: | Section 2: Looking Back at Your Linguistic Identities | **Read:** Habits of the Creative Mind, Ch. 10, Organizing (pgs. 195-213)  
**Read:** FYC Handbook, Module 2  
**Blackboard:** Module 2, Section 2 (all readings and videos in folder) | **Read:** Habits of the Creative Mind, Ch. 10, Organizing (pgs. 195-213)  
**Read:** FYC Handbook, Module 2  
**Blackboard:** Module 2, Section 2 (all readings and videos in folder) | **Journal #5 due Friday, September 24, 2021 by 11:59PM MDT.**  
**Prompt available on Blackboard.** |
| Week Six: | Section 3: How do linguistic and cultural experiences affect your ideas about what it means to write in college? | **Read:** Habits of the Creative Mind, Ch. 8, Organizing (pgs. 149-170)  
**Read:** FYC Handbook, Module 2  
**Blackboard:** Module 2, Section 3 (all readings and videos in folder) | **Read:** Habits of the Creative Mind, Ch. 8, Organizing (pgs. 149-170)  
**Read:** FYC Handbook, Module 2  
**Blackboard:** Module 2, Section 3 (all readings and videos in folder) | **Journal #6 due Friday, October 1, 2021 by 11:59PM MDT.**  
**Prompt available on Blackboard.** |

**Module 3: Remixing the Self-Study**

| Week Seven: | Section 1: Adapting to Another Audience – Audience Analysis | **Read:** Habits of the Creative Mind, Ch. 5, Exploring (pgs. 79-98)  
**Read:** FYC Handbook, Module 3  
**Blackboard:** Module 3, Section 1 (all readings and videos in folder) | **Read:** Habits of the Creative Mind, Ch. 5, Exploring (pgs. 79-98)  
**Read:** FYC Handbook, Module 3  
**Blackboard:** Module 3, Section 1 (all readings and videos in folder) | **Journal #7 due Friday, October 8, 2021 by 11:59PM MDT.**  
**Prompt available on Blackboard.** |
| Week Seven: | **Writing Project #3:** Remix Proposal due Sunday, October 10, 2021 by 11:59PM MDT.  
**Instructions available on Blackboard.** |
<table>
<thead>
<tr>
<th>Date</th>
<th>Section</th>
<th>Monday</th>
<th>Wednesday</th>
<th>What’s Due</th>
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<tbody>
<tr>
<td>Week Eight</td>
<td>Section 2: Examining an Alternative Genre – Genre Analysis</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 11, Speculating (pgs. 223-238) <strong>Read:</strong> FYC Handbook, Module 3 <strong>Blackboard:</strong> Module 3, Section 2 (all readings and videos in folder)</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 11, Speculating (pgs. 223-238) <strong>Read:</strong> FYC Handbook, Module 3 <strong>Blackboard:</strong> Module 3, Section 2 (all readings and videos in folder)</td>
<td>Journal #8 due Friday, October 15, 2021 by 11:59PM MDT. Prompt available on Blackboard. Writing Project #3: Remix Draft due Sunday, October 17, 2021 by 11:59PM MDT. Instructions available on Blackboard.</td>
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<td>Week Nine</td>
<td>Section 3: Composing in a New Medium</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 12, Playing (pgs. 245-259) <strong>Read:</strong> FYC Handbook, Module 3 <strong>Blackboard:</strong> Module 3, Section 3 (all readings and videos in folder)</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 12, Playing (pgs. 245-259) <strong>Read:</strong> FYC Handbook, Module 3 <strong>Blackboard:</strong> Module 3, Section 3 (all readings and videos in folder)</td>
<td>Journal #9 due Friday, October 22, 2021 by 11:59PM MDT. Prompt available on Blackboard. due Sunday, October 24, 2021 by 11:59PM MDT. Instructions available on Blackboard.</td>
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<td>Week Ten</td>
<td>Section 4: Rhetorical Analysis</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 5, Exploring (pg. 79-98) <strong>Read:</strong> FYC Handbook, Module 4 <strong>Blackboard:</strong> Module 4, Section 1 (all readings and videos in folder)</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 5, Exploring (pg. 79-98) <strong>Read:</strong> FYC Handbook, Module 4 <strong>Blackboard:</strong> Module 4, Section 1 (all readings and videos in folder)</td>
<td>Journal #10 due Friday, October 29, 2021 by 11:59PM MDT. Prompt available on Blackboard. Writing Project #3: Remix Final due Sunday, October 31, 2021 by 11:59PM MDT. Instructions available on Blackboard.</td>
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<tr>
<td>Week Eleven</td>
<td>Section 1: Identifying an Issue of Personal and Social Concern</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 6, Connecting (pg. 105-121) **Habits of the Creative Mind, Ch. 10, Organizing (pg. 195-213) <strong>Read:</strong> FYC Handbook, Module 4 <strong>Blackboard:</strong> Module 4, Section 2 (all readings and videos in folder)</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 6, Connecting (pg. 105-121) <strong>Read:</strong> FYC Handbook, Module 4 <strong>Blackboard:</strong> Module 4, Section 2 (all readings and videos in folder)</td>
<td>Journal #11 due Friday, November 5, 2021 by 11:59PM MDT. Prompt available on Blackboard. Writing Project #4: Social Issue Investigation Proposal due Sunday, November 7, 2021 by 11:59PM MDT. Instructions available on Blackboard.</td>
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<tr>
<td>Week Twelve</td>
<td>Section 2: Interrogating assumptions, biases, and representatio ns through topic research</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 6, Connecting (pg. 105-121) **Habits of the Creative Mind, Ch. 10, Organizing (pg. 195-213) <strong>Read:</strong> FYC Handbook, Module 4 <strong>Blackboard:</strong> Module 4, Section 2 (all readings and videos in folder)</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 6, Connecting (pg. 105-121) <strong>Read:</strong> FYC Handbook, Module 4 <strong>Blackboard:</strong> Module 4, Section 2 (all readings and videos in folder)</td>
<td>Journal #12 due Friday, November 12, 2021 by 11:59PM MDT. Prompt available on Blackboard. Writing Project #4: Social Issue Investigation Draft due Sunday, November 14, 2021 by 11:59PM MDT. Instructions available on Blackboard.</td>
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<td>Date</td>
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<td>Week</td>
<td>Section 3: Report with annotated bibliography for future study</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 8, Reflecting (pg. 105-121)</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 8, Reflecting (pg. 105-121)</td>
<td>Journal #13 due Friday, November 19, 2021 by 11:59PM MDT. Prompt available on Blackboard.</td>
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<td>Thirteen:</td>
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<td><strong>Habits of the Creative Mind, Ch. 9, Persisting (pg. 105-121)</strong></td>
<td><strong>Habits of the Creative Mind, Ch. 9, Persisting (pg. 105-121)</strong></td>
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<td><strong>Read:</strong> FYC Handbook, Module 4</td>
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<td><strong>Blackboard:</strong> Module 4, Section 3 (all readings and videos in folder)</td>
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<td>Week</td>
<td>Section 1: Creating infographic, PSA, or alternative visual project</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 11, Speculating (pg. 223-238)</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 11, Speculating (pg. 223-238)</td>
<td>Journal #14 due Friday, November 26, 2021 by 11:59PM MDT. Prompt available on Blackboard.</td>
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<td>Fourteen:</td>
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<td><strong>Read:</strong> FYC Handbook, Module 5</td>
<td><strong>Read:</strong> FYC Handbook, Module 5</td>
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<td><strong>Blackboard:</strong> Module 5, Section 1 (all readings and videos in folder)</td>
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<td>Week</td>
<td>Section 2: Presentation of infographics and PSAs</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 12, Playing (pg. 245-259)</td>
<td><strong>Read:</strong> Habits of the Creative Mind, Ch. 12, Playing (pg. 245-259)</td>
<td>Journal #15 due Friday, December 3, 2021 by 11:59PM MDT. Prompt available on Blackboard.</td>
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<td>Fifteen:</td>
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<td><strong>Read:</strong> FYC Handbook, Module 5 and Conclusion</td>
<td><strong>Read:</strong> FYC Handbook, Module 5 and Conclusion</td>
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<td><strong>Blackboard:</strong> Module 5, Section 2 (all readings and videos in folder)</td>
<td><strong>Blackboard:</strong> Module 5, Section 2 (all readings and videos in folder)</td>
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<td>Week</td>
<td>Section 3: Finals Week Course Evaluations</td>
<td>No readings! Just work on your assignments and the course evaluations online.</td>
<td>No readings! Just work on your assignments and the course evaluations online.</td>
<td>Writing Project #5: Visual Argument Final Friday, December 10, 2021 by 11:59PM MDT. Instructions available on Blackboard.</td>
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<td>Sixteen:</td>
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Dates in this calendar are subject to change at instructor’s discretion. Any changes will be announced in writing.