First-Year Composition Program FALL 2026

Rhetoric and Writing Studies RWS 1302

CRN: 11426

Instructor Information:

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Office Hours:

In person: 3:00 pm – 5:00 pm, Tuesday @University Writing Center

Online: 6:00 pm - 7:00 pm, Tuesday

Kindly email me to set up a meeting. I typically respond to emails within 24-48 hours. In case of not getting reply, please resend me the message.

Program Overview

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

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

Writing classes teach writing: Principally, writing classes foreground writing itself as a complex, distributed activity premised upon sociality and community formation, processes and materials,

flexibility, and ethical communication. Writing classes may involve participants in purposeful interpersonal interactions (discussions and conversations), writing-related activities (peer review, studying features in model texts), and interpreting texts (making meaning individually or together with others); however, the activity of writing itself continues to be central to what a writing class sponsors.

And we are…

The First-Year Composition Program is geographically and discursively situated in the US-Mexico borderland and offers a binational, transnational experience through culture, language, and knowledge. We are committed both to learning from students and to building our program in a way that honors what they bring with them into the classroom and encourages them to make their voices heard in the university and beyond. Our vision is to collectively journey toward the practice of self-reflexivity, listening carefully and empathically to the ideas and experiences that challenge our thinking, and to engage various rhetorical practices and genres of traditional and non-traditional writing. The program's curriculum design encourages students to imagine the possibilities of speaking, listening, and being heard through different literacies and compositions. We invite students to explore topics from local, global, and disciplinary contexts that matter to them while learning effective writing skills and being mindful of their own situations and audiences.

RWS 1301 & 1302 Learning Outcomes

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

Rhetoric & Composition 2 (RWS 1302) Course Description

Rhetoric & Composition 2 (RWS 1302) aims to develop further students' rhetorical and critical thinking skills in order to facilitate effective written communication in educational, professional, and social contexts. Effective communication is based on awareness of and appreciation for diverse language practices as well as knowledge specific to subject matter, genre, rhetorical strategy, racial and social justice, and writing processes.

The curriculum consists of these 5 modules:

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

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

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

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

5. Multimodal Community Product/Tool: Students will create a multimodal product or tool based on the needs of their community partner, organization, or a topic they are exploring. This can be an individual or group assignment to be completed with classmates focused on a similar topic. The goal of

this project is to synthesize the research and writing students have done and present it to their classmates and/or chosen community.

Required Texts & Materials

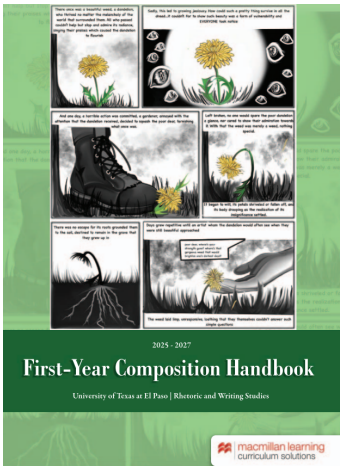
Moss, B.J., Lunsford, A., Brody, M., Ede, L., Enoch, J., Papper, C.C. (2026).

Everyone's an Author, 5th. Norton Publishing.

ISBN: 9781324114468 (Version with readings; available at UTEP Bookstore, including as an e-book)

ISBN: 9781324114376 (Version without readings; also acceptable for this course)

Instructions for buying this text as an e-book are on the next page.



UTEP First-Year Composition Handbook, 2025-2027 edition. ISBN 978-1-5339-7355-9.

Additional required readings may also be posted on Blackboard.

Step-by-step instructions for buying the textbooks:

1. Visit the UTEP Bookstore website and click "Sign In" (top-right corner) to create a new account (this is necessary even though you already have a UTEP account) using your UTEP email address.
    a. **Link:** https://www.bkstr.com/texaselpasostore/home
2. Buy the *First-Year Composition Handbook* (only available as an e-book) by searching for "First-Year Composition Handbook" in the search bar at the top of the UTEP Bookstore website.
    a. If you would like to buy *Everyone's An Author* (5th ed.) as an e-book, search for "Everyone's An Author" in the search bar at the top of the UTEP Bookstore website.
3. Check the checkbox next to "Digital" (center of page) and click on "Add to Bag" (center of page).
    a. **Link:** https://www.bkstr.com/texaselpasostore/product/first-year-composition-handbook---university-of-texas-at-el-paso-263144-1
    b. **Link:** https://www.bkstr.com/texaselpasostore/search/keyword/everyones%2520an%2520author
4. From the pop-up screen, click on "View Bag & Checkout."
5. From the "My Bag" screen, click on "Checkout" (lower-right corner), and enter your payment information.

Course Assignments and Grading

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

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

Module 1: Community Engagement Proposal

Major Assignment: 50 pts.

Module 2: Community Genre Analysis

Major Assignment: 150 pts.

Module 3: Local Fieldwork

Major Assignment: 200 pts.

Module 4: Broader Community Study

Major Assignment: 150 pts.

Module 5: Multimodal Community Product/Tool

Major Assignment: 150 pts.

Total Points for Major Assignments: 700 pts.

Total Points for Discussion Board (DB) Posts, Class Activities/Participation, and Attendance: 300 pts.

Grading: I 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 the grading policy specified in this syllabus and assignment sheet.

There will be five major assignments in this class, each associated with a module. You can review the points for all activities in the Course Calendar document. This class is focused on your composing practices. To that end, I want us to practice revising our work as a part of the course, but also more broadly through requests for you to take in feedback from your peers and myself and change your writing. You will be rewriting and revising some of your work this semester because it is a crucial writing skill.

Modules [700 pts]

During the course, you will complete five major assignment projects, each of which will go through multiple drafts before it is considered complete. As you go through the writing process, your drafts will be reviewed continually by your peers and me. You will receive copious feedback on the drafts you submit. These comments are aimed at redirecting your work for revision. One of the primary goals of the course is to learn how to rethink and rework your writing. The point is that an early draft is composed of first thoughts, and that a truly sophisticated piece of writing usually involves a great deal of reflection, analysis, and craft. This course is about experimenting with a process, and discovering whether that process can help deepen your sense of your writing and of yourself as a writer. Each completed project will be evaluated for its adherence to this multiple drafting process. I will be looking for ways in which you work through your assignments, how willing you are to take risks, and how

much effort goes into each assignment. If you write with sincerity and a serious approach, you will probably do well in the course.

Reading Responses/Discussion Board (DB) Posts [100 pts]

You will be responsible for writing one discussion post each week throughout the course. These responses should be no less than 150 words and provide a thoughtful response to the prompts/readings. You should analyze the topics addressed, draw connections among the various readings and between the readings and your experiences, and bring in references from the readings with proper citations.

Class Activities/Participation and Peer Response [100 pts]

This is a workshop style class in which each person's participation is essential. I encourage you to be a lively participant in our discussions. What you offer to the whole group in discussions can help stimulate all of us. As your instructor, I expect you all to share what you think about the topic. Do not worry if your input is brief or if you're concerned that it won't contribute to the conversation. What matters for the participation is that we hear your thoughts and what you need to say. Please do not hesitate to ask when you have questions about your writing or about other aspects of the course. Throughout the semester, you will be engaged in frequent peer response sessions. I am interested in what you contribute to the community of your peers, and also how you utilize their feedback in guiding your revision. The feedback you give to your peers will go into their portfolios for each unit and will become part of your grade for that unit. You must also engage in conversation with your classmates by replying to other's post if required.

Attendance [100 pts]

Attendance and Lateness: As undergraduate students, you are expected to attend and participate fully in every class session. Students who anticipate being absent need to notify me ahead of time, although this does not excuse the absence. Absences may jeopardize your ability to pass the course. That said, situations may arise that make it impossible for you to attend class or to attend punctually. I urge you to be in communication with me, and your classmates, if there is a reason why you must be absent.

Course Delivery

While most classes are held face-to-face, there are a few sections that are designated as online. 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. 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 and other labs on campus.

Ensure your UTEP e-mail account is working and that you have internet access and a stable web 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.

Students can prepare by taking the Blackboard Student Orientation.

Submitting Work: All work will be submitted through the BB course shell for this class. Since BB comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA or MLA format unless directed otherwise. Be sure to name each submitted assignment with your name and the title of the assignment.

Late Work: It is important to submit all work by the stated deadlines in order to receive full credit and timely feedback. If you are unable to meet a deadline due to unforeseen circumstances, please contact me as soon as possible to discuss your situation. Failure to communicate in advance will result in a failing grade for the assignment.

Make-up Work: Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if

at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

Alternative Means of Submitting Work in Case of Technical Issues: I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion points, quizzes, exams, and essays) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

Incomplete Grade Policy

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

Participation: Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards if required (grading rubric provided in the "grading information" area of each forum)
- Participating in scheduled Blackboard Collaborate sessions
- Other activities as indicated in the weekly modules

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

Classroom Etiquette: 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.

Email Etiquette: Email is a useful tool if you have questions for me and emailing me is generally the easiest and most efficient way to make contact outside class. Given that this is a university setting, you should rise to certain standards of professional decorum.

There are some basic guidelines that you should follow, both in my class and in your other classes:

- All emails should have a clear subject heading.
- All emails should have a clear, courteous salutation.
- All emails written for professional purposes should adhere to standard grammar, punctuation, and capitalization.
- All emails should be signed with your name and CRN number of the course (otherwise, your reader may not know who you are!).
- Emails should be sent from your UTEP/Blackboard account. If you do use another account, be sure that the name on the account is appropriate for professional interactions.
- If there are any attachments, you should explain your reason for sending them and indicate the program in which they were written.
- You should consider your rhetorical context when emailing. What is the purpose of your email, and how can you most effectively accomplish that purpose? Three particularly important matters to keep in mind are brevity, clarity, and courtesy. If your email is not clear, specific, and to the point, you may not elicit the response you desire. If your email is discourteous, you diminish the professionalism of the persona you present to others. To cite just one example, some professors find emails that include calls for action “ASAP” to be discourteous or even presumptuous.

- Emails that do not meet the standards of professionalism, clarity, and courtesy outlined above may be disregarded.

Emails will be disregarded/ response will be delayed if:

- There is no subject.
- Your name/ course CRN (+ date & time) is not easily identifiable.
- The email has not been properly written and/or proofread, and is thus incomprehensible.
- The tone is rude or discourteous.
- You are making me aware of an absence for an unexcused or non-emergency reason.
- The issue has already been addressed (online or in class).

Texas SB17 Exception for Course Instruction: The Texas Conference of the American Association of University Professors (AAUP) has issued the following statement that protects academic course content. The FYC program includes *writing* along with speech as an academic freedom of expression ("students should not feel the need to censor their speech" or writing):

Texas Senate Bill 17, the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations regarding academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics pertaining to race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion. to race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

University and Program Policies

FYC Class Attendance Policy: 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 a student has been absent to such a degree as to impair their 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. 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 the class.
- Missing a scheduled conference with the instructor constitutes an absence.

For Hybrid Classes: 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 Classes: 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 ahead of the course drop deadline. Your instructor can help you with the drop process or 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, inappropriate use of AI, 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 Community Standards page for more information on Academic integrity.

The First-Year Composition Program fundamentally trusts its students and strives to create dynamic classroom experiences and writing opportunities rooted in the values of inquiry and critical thinking. We agree deeply with Anna R. Mills' (2023) claim, in the *Chronicle of Higher Education*, that "writing practice continues to be intensely rewarding for students and central to intellectual growth in college."

Because of the rapid pace of change represented by ChatGPT and other Artificial Intelligence (AI) programs, it is necessary to set clear program standards regarding their use in our classes. Specifically,

the FYC Program recognizes that Large Language Models (LLMs) are part of our contemporary culture and hold educational value that can be explored in the classroom, such as narrowing down a topic idea or critically analyzing the quality of an AI-generated text. However, our program maintains an expectation that all assignment submissions must constitute original pieces of writing composed by the student-author only.

By this standard, an **appropriate use** of ChatGPT (or any AI program) could take the form of

- writing an introduction paragraph that openly describes how this AI tool offered possible approaches to researching a particular topic, with any direct quotes placed in quotation marks and cited in-text and in a final references page.

By contrast, an **inappropriate use** of ChatGPT (or any AI program) could take the form of

- copying any amount of text from an AI tool and claiming it as your original composition without acknowledging its source. This includes failure to cite and place quotation marks around any directly quoted language.

FYC instructors are required to submit any assignment submissions that appear to include inappropriate uses of AI programs (or that are marked for further review) to the Office of Community Standards (OCS).

Accommodations: If there are aspects of this course that prevent you from learning or that form barriers to your inclusion, please let your instructor know as soon as possible. Together you can develop strategies that will enable you to succeed in the course.

UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable

accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu.

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

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

Student Pregnancy and Parenting Nondiscrimination Policy: The University 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. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations

based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Course Support Resource

Title IX	915-747-8358	Institutional Compliance
Dean of Students	915-747-5648	Dean of Students
UTEP Health & Wellness Center	915-747-5624	Health and Wellness Center studenthealth@utep.edu
UTEP Police Department	915-747-5611	UTEP Police Department police@utep.edu
Counseling and Psychological Services	915-747-5302	Counseling Services caps@utep.edu

Fall 2026 Calendar

Aug 24th	Fall classes begin
Sept 7th	Labor Day holiday - University Closed
Oct 21st	Freshman Midterm grades are due
Oct 30th	Fall Drop/Withdrawal deadline Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.
Nov 26-27th	Thanksgiving Holiday - University Closed
Dec 3rd	Fall last day of classes
Dec 4th	Dead Day
Dec 7-11th	Fall Final Exams

Course Calendar

Note: Detailed Weekly schedule is available on BB shell.

Major Writing Assignments

- Major writing assignments will be due on Sundays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

Discussion Board Assignments

- All quiz, blog, or discussion board assignments will be due on Mondays at midnight (11:59 PM). No late work will be accepted if the reason is not considered excusable.

Reading Calendar:

Key: EAA=Everyone's An Author; FYC=First-Year Composition Handbook

Module 1 Readings:

- **Week 1:** Syllabus; "Indigenous Land Acknowledgment Statement" (FYC, p. vi-viii); "Introduction: Welcome to RWS 1302" (FYC, p. 281-282)
- **Week 2**: "Module 1: Community Engagement Proposal" (FYC, p. 283-285); "Part 1 Introduction: The Need for Rhetoric and Writing" (EAA, p. 2-3); "Chapter 1: Thinking Rhetorically" (EAA, p. 4-17); "Chapter 11: Navigating AI as an Author" (p.137-150)

Module 2 Readings:

- **Week 3:** Chapter 5, "Joining Academic Communities/Habits for Success in College" (EEA, p. 51-61); "Module 2: Community Genre Analysis" (This includes the Assignment #2 guidelines and sample student writing) (FYC, p. 294-309)
- **Week 4:** Chapter 12, "Choosing Genres" (EAA, p. 170-176); Chapter 13: "Arguing a Position/" This Is Where I Stand" (EAA, p. 177-194)
- **Week 5:** Chapter 16, "Writing Analytically / 'Let's Take a Closer Look'" (EAA, p. 235-285); Chapter 21, "Analyzing and Constructing Arguments" (EAA, p. 419-460)

Module 3 Readings:

- **Week 6:** "Module 3: Local Fieldwork" (FYC, p. 310-313; 323-388). This includes three sample student texts.); Chapter 23, "Starting Your Research: Joining the Conversation" (EAA, p. 486-494)
- **Week 7:** Chapter 2, "Engaging Productively with Others" (EAA, p. 18-30)
- **Week 8:** Chapter 25, "Conducting Field Research" (EAA, p. 513-522)
- **Week 9:** Chapter 17, "Reporting Information/Just the Facts" (EAA, p. 303-326)

Module 4 Readings:

- **Week 10:** Chapter 28, "Annotating a Bibliography" (EAA, p. 536-540); Chapter 24, "Finding Sources/ Online and at the library" (EAA, p. 495- 512); "Module 4: Broader Community Study" (FYC, p. 389-391)
- **Week 11:** Chapter 26, "Keeping Track/Managing Information Overload" (EAA, p. 523-527); Chapter 27, "Evaluating Sources" (p. 528-535); Chapter 8, "Distinguishing Facts from Misinformation" (EAA, p. 97-107)
- **Week 12:** Chapter 30, "Quoting, Paraphrasing, Summarizing" (EAA, p. 554-567); Chapter 29, "Synthesizing Ideas" (EAA, p. 541-553)
- **Week 13:** Chapter 31, "Giving Credit, Avoiding Plagiarism" (EAA, p. 568-577)
    - **Secondly, choose a chapter based on your citation style:** Chapter 32, "MLA Style" (EAA, p. 578-634); OR Chapter 33, "APA Style" (EAA, p. 635-685)

Module 5 Readings:

- **Week 14:** Chapter 38, "Designing What You write" (EAA, p. 780-799); "Module 5: Multimodal Community Product/Tool" (FYC, p. 407-408; 421-444. This includes the assignment guidelines and a sample student project.)

- **Week 15:** Chapter 39, “Composing and Remixing across Media” (EAA, p. 800-821)
- **Week 16:** Final Assignment Week