RWS 1302 Syllabus
Course Information

CRN: 13788

Class Meeting Time/Place: While this class is an online class, we will have a synchronous class session each Monday from 1:30-2:50pm on Zoom. These sessions are mandatory. Attendance will be taken. See the FYC class attendance policy below.

Instructor Name: Natalie Taylor

Email: netaylor2@miners.utep.edu

Online Office Hours: Office Hours will be held online using Microsoft Teams or Zoom each week on Mondays and Thursdays from 3-4pm. I'm also available at other times during the week if you set up an appointment. Please reach out over email. I want to meet with you!

A Note on Natalie’s Availability: It's very important that you maintain an open line of communication with me via email, Microsoft Teams, or Zoom, particularly since this is an online course. I will always respond to your questions, and I will try my best to respond within 24 hours of receiving emails or chat.
messages. However, you should not expect replies from me on weekends or after 5pm on weekdays. For urgent logistical questions regarding due dates, policies, and other logistical issues, try checking this syllabus, our Blackboard course, or asking your small group.

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.

In fall 2020, all sections of RWS 1301 and 1302 will be taught online. Regardless of the delivery system, 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 1302 & 1302 Learning Outcomes
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

RWS 1302 Course Description

Rhetoric & Composition 2 (RWS 1302) aims to develop your critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on awareness of and appreciation for discourse communities as well as knowledge specific to 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. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.
We have 2 required textbooks for this course:

   ISBN: 9781732611214
An e-book available through the UTEP Bookstore.

Southlake, TX: Fountainhead Press.
ISBN: 9781680366365
Available at the UTEP Bookstore.

Required Technology and Technology Platforms

Technology

- **Computer and Internet**: Because this is an online course, you will need a computer and consistent, reliable access to the internet in order to be successful. While it is technically possible to complete all your work on your smartphone, I strongly urge you not to do so. You will need to be able to write, research, and communicate with peers, often all at once. This will be difficult to achieve on a phone. If you are in need a laptop or an internet hotspot, you can apply for one using the links here: [https://www.utep.edu/technologysupport/learningremotely.html](https://www.utep.edu/technologysupport/learningremotely.html)

- **Microphone**: You must have a working microphone on your computer. You will need this for class sessions and to meet with me and your peers online.

- **Webcam**: I strongly urge you to have a working webcam for class sessions and for video meetings with me and your peers. Having our video on allows us to see one another to build a stronger community. It also allows for those who may be hard-of-hearing and rely on reading lips, it is extremely helpful. If it is not possible, your microphone will be okay. Please just let me know via email why you will not be using video in class.

Required Platforms

- **Blackboard**: Use Blackboard to find all course assignments, due dates, grades, and class announcements. You will submit ALL assignments (except discussions) to Blackboard. Always, always, check Blackboard first when you have questions.

- **Microsoft Teams**: You will use Microsoft Teams as your discussion board for both full-class discussions and for your weekly small group. You can also use it to write collaboratively using your UTEP OneDrive. For now, we will also hold class meetings and office hours on Teams,
though this might change. I strongly urge you to download the Teams app to your laptop for easy use.

Possible Required Platform:

- **Zoom**: While we will not start the semester on Zoom, it is possible that we will begin holding class sessions through this platform instead of Teams after the first week or two. If I make this change, I will notify you via Blackboard announcement.

Course Assignments and Grading

Below is a breakdown of the semester's assignments. More detail about course projects will be available on Blackboard.

The course is worth a **total of 1000 points**. The grade distribution is as follows:

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

For each module, you will work on a larger project. Along the way you will complete process work in the way of brainstorming, topic proposals, multiple drafts, peer workshops, and self-evaluations. Multiple drafts will offer you the chance to experiment with your writing and practice the art of revision. Peer workshops will give you the chance to offer and receive constructive feedback from your peers. Self-evaluations will give you the opportunity to reflect on and assess your own work. All drafts, workshops, and self-evaluations will be assessed for your final unit grade. Further point breakdowns for each module will be specified on forthcoming assignment sheets.

Module 1: Genre Analysis - 200 points
Module 2: Literature Review - 200 points
Module 3: Advanced Visual Argument - 200 points
Module 4: Class Presentation - 50 points

Other Assignments

Treadmill Journal - 150 points

You will maintain a treadmill journal throughout the semester, using Blackboard Journals. The point of a treadmill journal is to help you develop a consistent writing practice. Improving your writing is about developing a good writing habit and practicing consistently. Our writing muscle needs consistent exercise to get stronger. The treadmill journal will help you keep yourself accountable for exercising that writing muscle. More information about the treadmill journal can be found here.

This treadmill should document your dedicated writing time. Studying, reading for class, and chatting, while related to writing, are not the kinds of activities you should document. The treadmill journal is for documenting the times you spend with Word documents open, working on writing activities, whether that be writing a draft of a project, free writing, brainstorming, or researching and taking notes. While I assume most of your entries will be about projects for this course, you can also use the journal to document your writing time spent on personal writing and writing projects for other classes.

While you might not be writing every day—it takes time to build up that kind of consistency—I expect you to make entries in your journal at least 3 times per week, on 3 different days. Aim for spending at least 30 minutes on writing each time you sit down, but I expect you to try and grow that time as the semester progresses. I will assign a grade at the end of the semester based on whether you post frequently enough and how detailed your posts are. I will check in on your journal and make a comment every few weeks to ensure you are staying on track and are fulfilling the entry requirements.

Discussions/Chats - 150 points

Occasionally, we will have a full-class asynchronous discussion on Teams (i.e., week 1), but the majority of these points will come from small group synchronous chat sessions.

You will be assigned to a different discussion group for each 3-5 week period of the term. Primarily, this group will be your smaller community (3-5 students) within the community of our class. You should go to your discussion group first when you have questions about what happened in class or what the homework is. While your group will have other responsibilities throughout the term, the most important
Responsibility your group has is to set up a weekly meeting on Microsoft Teams (using your designated channel) to discuss class materials and assignments.

Picking a Weekly Meeting Time: When you’ve been assigned a new group, you will talk to one another to come up with a **30-45 minute window of time when ALL of you can be online at the same time each week.** When you have picked a time, please post that time block in your group’s channel on Microsoft Teams, so that I know when you are meeting. I suggest picking a time when you’ll have had time to complete at least a portion of the week’s reading and writing assignments. For instance, you probably do not want to meet on Mondays right after class, as you will not have had time to complete any of the week’s work. Once you have picked a time, you should post that time in the Teams channel, so I know when you are meeting. You **must** be online and conversing with each other for at least 30 minutes each week.

Weekly Chat Assignments: During your weekly session, you will meet on your group’s Teams channel and chat via text messaging the assignment for that week. **These chats should happen in real-time.** Sometimes the topic of discussion will be left up to you. Other times, I will have created an assignment or a list of discussion topics for you. These discussions —while graded for your personal contributions and engagement with course materials— are informal. This means you do not have to worry as much about grammar, punctuation, paragraph length, etc. In fact, you probably should be writing mostly in short sentences, back and forth, to maintain a flow of conversation. I encourage you to use memes, gifs, emojis, reactions, common abbreviations, and a mix of Spanish, English, and other languages. This is your time to grapple with texts and writing assignments, ask each other questions, and investigate the answers to those questions together. Note: I may also ask your group to informally present in class about what you discussed during your chat session.

Grading: Since the weekly small group session is meant to happen in real-time, you can only get full-credit for the week’s discussion if you are present and participating in the conversation during your group’s agreed-upon time block. If you are present, participating with your peers in real-time, and engaging the course material and/or assignment, it is likely you will earn an A or B for that week. Zero contributions or half-hearted contributions, such as simple "I agree" or "yes/no" responses, that don't engage the material or ongoing peer conversation will earn a 0 for that week’s discussion and will count as an absence for the course. (See course attendance policy).

Missing a Chat Session: I will be checking time stamps. If you miss your group's time block, you may access the conversation and contribute within 48-hours for the possibility of earning half-credit and to make up for your absence. This late contribution should both synthesize what your other group members discussed and add your own point of view to the conversation.

Class Notes Wiki - 30 points

Once, this semester, you will be in charge of taking notes during our class session and sharing those notes with the class via a Blackboard Wiki. You will share this responsibility with 1-2 other students on your designated day. After class, you will combine your notes together and post these notes to the class Wiki. This Wiki will serve as a resource for you should you miss a class session, forget to take your own notes, missed something while you were in the bathroom, or need a different perspective on what happened in class.
Members of the class may also post comments to the course Wiki, if you notice that a note-taker missed something, or if you have a question about the notes. Designated note-takers should check the Wiki during the week following class and answer questions other students ask.

**Student-Teacher Conferences - 20 points (2 x 10 points)**

Twice this semester, you will meet with me one-on-one or in a small group via Zoom or Microsoft Teams. These conferences will give you the opportunity to talk with me privately and to get feedback on your writing. I will usually ask you to have a draft or partial draft of an assignment to show me during the meeting. As long as you show up to these conferences prepared, you will earn full credit.

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**Online Course Delivery Info**

**Course Delivery:**

In fall 2020, RWS 1302 will be held fully online. The course is designed to engage students through discussions with your classmates and instructor through Blackboard (Bb), UTEP’s Learning Management System (LMS). The course will rely extensively on Blackboard, though your individual instructor may supplement it by incorporating other platforms and various media. In order to succeed in the course,
you will need to have regular use of the internet and a stable connection. Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer. If you don’t have a computer or reliable internet at home, the university can help you with resources: Technology Support - UTEP. 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.

You can prepare for the course by familiarizing yourself with the “Ready for Online Learning” guides to acclimate to online learning:

- Dispelling the Myths of Taking an Online Class
- Check Your Technology
- Communicating Effectively Online
- Managing Your Time Before It Manages You
- Online Teamwork
- Netiquette Guide for Online Courses

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

Students can also prepare by taking the Blackboard Student Orientation: https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html

Classroom 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, and to surface through discussion group conversations. 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.

- 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, Microsoft Teams, and Zoom are not public internet venues; all postings to either platform should be considered private and confidential. Whatever is posted 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).

**Basic Expectations for Synchronous Class Sessions**

This will not be a lecture-based course, so it is important that you come to our synchronous sessions prepared to participate in a discussion. In other words, it’s important for us to all be able to communicate with one another in the best possible way we can in an online space. This means:

- **Microphones:** You should mute yourself when you are not speaking to avoid feedback or background noise when others are speaking. However, you should be ready to turn your microphone on at a moment’s notice.

- **Webcams:** I expect you to have your webcam on and for you to be clearly visible for the duration of class. Because this is a discussion-based course, it’s important that we be able to see each other to communicate more easily with body language, facial expressions, etc. It is also important for your webcam to be on since some people in class may rely on reading lips to hear correctly. If you need to turn your webcam off for a few moments to attend to a child, go to the bathroom, etc. that’s fine, but please come back as quickly as possible. If for some reason your camera needs to be off for longer than a few minutes (i.e., you don’t have a webcam or you have bandwidth problems), please reach out to me via email so we can discuss how to proceed.

- **Children:** If you are caring for children while also sitting in class, please let me know. I know we are not living in ordinary times, and I’m willing to work with you if you need to have your kid sitting with you or in the room with you. Please just reach out to me, and we can make a plan.

- **“Classroom” Spaces:** Try to be in as quiet and private space as possible when you are in class to try to eliminate distractions. While we are not in school, I expect you to treat our class sessions as if you were in a classroom whenever possible. Moving vehicles and noisy living rooms are not ideal places for you to be a focused learner or for you to be able to speak clearly during class session.

- **Cars:** If you appear to be in a moving vehicle, I reserve the right to remove you from the session.

**Submitting Work:**

All projects and assignments will be submitted through the Blackboard course shell for this class. Since Blackboard comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA or MLA format unless directed otherwise.

**Optional Revisions**

You may choose to revise almost any module-related assignment to improve your grade. For instance, if you earn a C on your Literature Review, and you’d really like to earn a B, you can try to revise your paper
to improve your grade. You cannot do worse for choosing to revise an assignment. To earn credit for a revision you must:

1. Complete your revision within 1 week after you receive your grade.

2. Visit the University Writing Center for synchronous writing assistance. They will provide you proof of this visit. You can access UWC website through our Blackboard navigation bar.

Note: You cannot revise discussions/chats, class note wikis, or treadmill journals. There are a few other exceptions that I will notify you of beforehand.

Late Work and Extensions

We will be writing this policy together as a class. I will update this section in the syllabus after we decide on a fair policy.

Discussions/Chats Late Policy: If you miss your group's time block for your weekly chat, you may access the conversation and contribute within 48-hours for the possibility of earning half-credit (5/10 points) and to make up for your absence. This late contribution should both synthesize what your other group members discussed and add your own point of view to the conversation.

University and 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 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.

**How Attendance is Measured For Our Online Course:**

Attendance for our specific RWS 1302 course will be measured through the following activities:

- Your presence in the Monday synchronous meetings. Missing a session counts as 1 absence. Most sessions, your presence will be determined by your visibility on the webcam and/or your participation via microphone and text-based chat. Some sessions, you will submit a writing exercise via chat to show me that you were present. You will only be able to complete that writing exercise if you are in class that day.

- Your presence in your Weekly Chat session with your small group. Missing a small group meeting counts as 1 absence. (Note: You can "make up" this absence within 48-hours of your Discussion Group’s meeting time.)

- Your presence in a mandatory scheduled video conference with me. Missing a conference counts as an absence.

TWO absences of any kind constitutes missing a single week of "class" as per the FYC policy above. More than 2 unexplained absences will affect your grade and status in the class, as per the rules stated in the face-to-face policy in the FYC policy.

**Drop Policy**

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

**Academic Integrity**

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

**Accommodations**

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

University Writing Center

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

Please note that in fall 2020 the UWC will be operating fully online. Go to University Writing Center - UTEP to make an appointment with a writing center consultant.

There are now two options students can take advantage of:

1. Synchronous online assistance – students can go to our website (utep.edu/uwc) and use the link to log into Blackboard Collaborate. No Appointment Needed! We will review your paper with you live online! Visit our website for current hours and availability of Synchronous Sessions.

2. Email us your paper – go to our website (www.utep.edu/uwc) and choose the Email option. You can email your paper to us any time. We will review it during our next open hours of operation and return it to you with suggested revisions. There may be up to a 72-hour turnaround for emailed papers, so plan ahead.

Military Students

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

Important Dates for Fall 2020 Semester

August 24 - Fall classes begin
August 24-28 - Late Registration Period
September 7 - Labor Day Holiday - University Closed,
September 9 - Fall Census Day
September 21 - 20th Class Day
October 22 - Midterm Fall 2020 Grades Due
October 30 - 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.)

November 13 - Deadline to submit candidates' names for commencement program

November 26-27 - Thanksgiving Holiday - University Closed

December 3 - Last Day of Classes

December 4 - Dead Day

December 7-11 - Final Exam Week

Course Schedule

The schedule below is incomplete and is subject to change. All updates and additions will be addressed on Blackboard.

You will have something due every Monday and Thursday. However, your Treadmill Journal and your weekly small group chat sessions will need to be factored into your own schedule.

Key:
Bb = A file or link that can be found in our Blackboard course schedule
WIT = A reading from Writing in Transit
FYC = A reading in the First-Year Composition Handbook

**Week 1 (Aug. 24-28)***

*Due Thursday:*
- Read: Treadmill Journal (Bb)
- Read: Free Writing (Bb)
- Read: "Mindful Critical Reading" (Bb)
- Introduction Discussion on Microsoft Teams

*Other*
- Treadmill Journal on Blackboard

**Week 2 (Aug. 31-Sep. 4)***

*Due Monday:*
- Student Information Survey
- Read: Genre Analysis Assignment Overview (FYC)
- Read: "Hamilton and History Musicals" (Bb)

*Due Thursday:*
- Read: Ch. 7 "Analysis" (WIT)
- Read: Ch. 6 "Collaboration in Undergraduate Writing" (FYC)

*Other Tasks Due*
- Treadmill Journal on Blackboard
- Small Group Chat on Teams

**Week 3 (Sep. 7-11)***

*Due Monday*
- No Class Session (Labor Day)
- No assignments due

*Due Thursday*
- Genre Analysis Plans (Group Work)

*Other Tasks Due*
- Treadmill Journal on Blackboard
- Small Group Chat on Teams

**Week 4 (Sep. 14-18)**

**Due Monday**
- Read: Chapter 11 "Choosing and Integrating Evidence..." (WIT)
- Genre Analysis Rough Draft (Group Work)

**Due Thursday**
- Genre Analysis Final Draft (Group Work)
- Self-Assessment

**Other Tasks Due**
- Treadmill Journal on Blackboard
- Small Group Chat on Teams

**Week 5 (Sep. 21-25)**

**Due Monday**:
- Revisit/Read: "Mindful Critical Reading" (Bb)
- Read: "Race-Conscious Casting and the Erasure of Black Past in Hamilton" (Bb)

**Due Thursday**:
- Read: Chapter 3 "Posing Meaningful Questions" (WIT)

**Other Tasks Due**
- Treadmill Journal on Blackboard
- Small Group Chat on Teams