## **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

#### **Course 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





#### **Course Description**

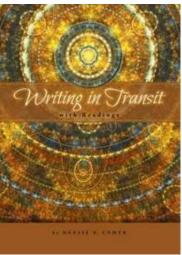
Rhetoric & Composition 2 (RWS 1302) aims to develop your critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on awareness of and appreciation for discourse communities as well as knowledge 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.

## Required Texts & Materials

- Comer, D. K. (2017). Writing in transit (2<sup>nd</sup> ed.). Southlake, TX: Fountainhead Press. ISBN: 9781680366365.
  - Available at the UTEP Bookstore:
     https://www.bkstr.com/texaselpasostore/product/writing-in-transit-17416-1
- Bossie, R., & LaPrade, P. (2019). The first-year composition handbook (19<sup>th</sup> ed.). ISBN: 9781732611214.
  - E-book access code available at the UTEP Bookstore: <a href="https://www.bkstr.com/texaselpasostore/product/the-first-year-composition-handbook-913801-1">https://www.bkstr.com/texaselpasostore/product/the-first-year-composition-handbook-913801-1</a>
  - This e-book is also available directly through the RedShelf platform: <a href="https://www.redshelf.com/">https://www.redshelf.com/</a>

# Step-by-step instructions for redeeming your FYC Handbook access code on the RedShelf platform:

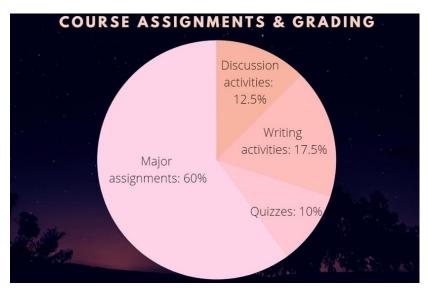
- 1. Go to https://www.redshelf.com/.
- 2. Click on "Log In" (top right corner).
- 3. Select "Create an Account" (middle of the screen).
- 4. Enter the required information and click on "Create Account."
- 5. Log into your account, then paste your access code under "Redeem Your RedShelf Access Code."
- 6. Click on the directional arrow (>) next to your code to access the book.
- Additional sources will be posted on Blackboard.
- Cloud service or flash drive to save your coursework files; Google
  Drive and Dropbox are two excellent free services for saving
  work. Please keep all of your coursework until final grades are
  posted for the semester.





#### **Course Assignments & Grading**

RWS 1302 is graded on a scale of 0-1000. The course assignments are outlined below. Please note that specific instructions will be provided on Blackboard and in *The First-Year Composition Handbook*.



- 1. Discussion activities: You will engage with a variety of sources and interact with classmates through a series of discussion activities. 125 points.
- 2. Writing activities: You will complete a series of writing activities that build toward major assignments. 175 points.
- 3. **Quizzes:** You will demonstrate an understanding of key concepts by completing 10 quizzes on class readings. *100 points*.
- 4. Major assignments: The major assignments are as follows: (600 total points):

Assignment #1: **Genre Analysis**: You will provide an in-depth analysis of the rhetorical strategies and genre conventions of two different sources. *150 points*.

Assignment #2: Literature Review/Research Report: You will construct an extensive research report on 3-4 research questions. 200 pts.

Assignment #3: **Documentary Film or OER Video**: You will create a 3-5-minute Documentary Film or Open Education Resource Video. *150 points*.

Assignment #4: Extended Professional E-Portfolio: You will reflect on your experiences in this course through an online writing portfolio. If you completed an E-Portfolio in RWS 1301, you will add on to it. 100 points.

#### **Grade Distribution**

1000-900 = A

899-800 = B

799 - 700 = C

699-600 = D

599 and below = F

#### **Online Course Delivery**

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: <a href="Technology Support - UTEP">Technology Support - UTEP</a>. Forms to apply for a laptop or wifi hotspot are <a href="available here">available here</a>. 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 <a href="Help Desk">Help Desk</a> as they are trained specifically in assisting with technological needs of students.

Students can prepare for the course by familiarizing themselves with the "Ready for Online Learning" guides to acclimate to online learning:

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

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

Students can also prepare by taking the Blackboard Student Orientation.

**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. (For example: jmartinez rhetanalysis draft; jmartinez rhetanalysis final).

**Late Work:** For major assignments, I accept late work for 12 hours after the assigned due date. Please contact me as soon as possible regarding any circumstances that affect your ability to complete coursework on time.

**Participation:** Active participation is vital to your success in this online course. This includes engaging with classmates through discussion activities and working toward major assignments through frequent writing activities.

## **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, 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).

## **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 <u>Curriculum and Classroom Policies</u> 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]

<u>For Online Courses</u>: 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

<u>Center for Accommodations and Support Services (CASS)</u>. 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 (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.

**Extra Credit @ The University Writing Center:** You can earn extra credit by visiting the Writing Center online at <a href="https://www.utep.edu/uwc/">https://www.utep.edu/uwc/</a> through either of the two options described above. Each UWC session counts for 4 points, for up to 40 total points. To receive extra credit, email me your UWC visit forms.

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:

Fall classes begin
Late Registration Period
Labor Day Holiday- University Closed
Fall Census Day
Note: This is the last day to register for classes.
20 <sup>th</sup> Class Day
Midterm Fall 2020 Grades Due
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.
Deadline to submit candidates' names for commencement program

Nov 26-27th Thanksgiving Holiday - University Closed

**Dec 3rd** Fall - last day of classes

Dec 4thDead DayDec 7-11thFall Final Exams

## Calendar

This calendar is subject to change. Attend class and check Blackboard to confirm due dates.

Reading Key: Bb=Blackboard; WiT=Writing in Transit; HB=The First-Year Composition Handbook

Week 1—August 24 <sup>th</sup> -30 <sup>th</sup>		
Reading(s) due by the end of the week	"Dare We Say I?" (Bb) Syllabus (Bb)	Friday, 11:59 PM.
Quiz #1	Syllabus Quiz	Friday, 11:59 PM.
Discussion activity #1	Introductions	Discussion post due Friday at 11:59 PM.
		Brief responses to two classmates due Sunday at 11:59 PM.
Week 2—August 3	1 <sup>st</sup> -September 6 <sup>th</sup>	
Reading(s) due by the beginning	Read "Genre Analysis Assignment Guidelines" (HB, pp. 227-240).	Monday at 11:59 PM.
of the week		
Reading(s) due by the end of the	Read "Writing as Transfer" (WiT, pp. 1-12).	Sunday at 11:59 PM.
week	Consider getting an early start on next week's reading: "Analysis" (WiT, pp. 273-309). I recommend reading pp. 273-287 this week.  Watch "How to Use Rhetoric to Get What You Want" (Bb) (4:30 minutes).	
Quiz #2	Quiz on "Writing as Transfer"	Sunday at 11:59 PM.
Activity #1	Semester topic proposal	Sunday at 11:59 PM.
Week 3— September 7 <sup>th</sup> -13 <sup>th</sup>		
Video to watch by the end of the week	Watch "What reading slowly taught me about writing" (Bb) (11 minutes).	Friday at 11:59 PM.
Reading(s) due by the end of the week	Read "Analysis" (WiT, pp. 273-309).	Friday at 11:59 PM.
Discussion activity #2	Analysis of "What reading slowly taught me about writing"	Discussion post due Friday at 11:59 PM.

		Brief responses to two classmates due Sunday at 11:59 PM.
Quiz #3	Quiz on "Analysis"	Friday at 11:59 PM.
Activity #2	Genre Analysis sources	Sunday at 11:59 PM.
Week 4—Septemb	per 14 <sup>th</sup> -20 <sup>th</sup>	
Video and brief	Watch "Everything is a Remix Part 1" (Bb) (6	Friday at 11:59 PM.
reading due by	minutes—post-credits clip begins at 5:37)	·
the end of the		
week	Read "Author-Date Citation System" (Bb)	
Reading(s) due	Read "Research and Writing as Process, Part	Friday at 11:59 PM. (Chapter
by the end of the	1" (WiT, pp. 37-53, ending at "Drafting across	quiz next week.)
week	Disciplines")	,
Discussion activity #3	Analysis of "Everything is a Remix Part 1" and "Author-Date Citation System"	Discussion post due Friday at 11:59 PM.
		Brief responses to two classmates due Sunday at 11:59 PM.
Activity #3	Genre Analysis matrix	Sunday at11:59 PM.
Week 5— Septem	ber 21 <sup>st</sup> -27 <sup>th</sup>	
Reading(s) due	Read "Shitty First Drafts"	Friday at 11:59 PM.
by the end of the	Read "Rethinking the 'Shitty First Draft'"	
week		
Reading(s) due	Read "Research and Writing as a Process, Part	Friday at 11:59 PM.
by the end of the	2" (WiT, pp. 53-68, beginning with "Drafting	·
week	across Disciplines")	
Discussion	Analysis of "Shitty First Drafts" and	Discussion post due Friday at
activity #4	"Rethinking the 'Shitty First Draft'"	11:59 PM.
		Brief responses to two classmates due Sunday at 11:59 PM.
Quiz #4	Quiz on "Research and Writing as Process"	Friday at 11:59 PM.
Assignment #1	Genre Analysis	Sunday at 11:59 PM.
Week 6— Septem	ber 28 <sup>th</sup> -October 4 <sup>th</sup>	
Podcast to listen	Listen to "Reality" (Bb) (44 minutes).	Friday at 11:59 PM.
to by the end of the week		
Reading(s) due	Read "Literature Review/Research Report	Friday at 11:59 PM.
by the end of the	Assignment Guidelines" (HB, pp. 42-56).	
week		
week		1

	Read "Posing Meaningful Questions" (WiT, pp.	
Discussion activity #5	81-99). Analysis of "Reality"	Discussion post due Friday at 11:59 PM.
		Brief responses to two classmates due Sunday at 11:59 PM.
Quiz #5	Quiz on "Posing Meaningful Questions"	Friday at 11:59 PM.
Looking Ahead: Week 7 Activity	Research Questions	Next Sunday at 11:59 PM.
Week 7— October	5 <sup>th</sup> -11 <sup>th</sup>	
Podcast to listen to by the end of the week	Listen to "A Bar Fight Walks into the Justice Center" (Bb) (50 minutes).	Friday at 11:59 PM.
Reading(s) due by the end of the week	Read "Reading" (WiT, pp. 125-152).	Friday at 11:59 PM.
Discussion activity #6	Analysis of "A Bar Fight Walks into the Justice Center"	Discussion post due Friday at 11:59 PM.  Brief responses to two classmates due Sunday at 11:59 PM.
Quiz #6	Quiz on "Reading"	Friday at 11:59 PM.
Activity #4	Research Questions	Sunday at 11:59 PM.
Week 8— October	12 <sup>th</sup> -18 <sup>th</sup>	
Video to watch by the end of the week	Watch "Parents Are Hiring Private Tutors" (Bb) (2 minutes).	Friday at 11:59 PM.
Reading(s) due by the end of the week	Read "Summary" (WiT, pp. 177-206).  Watch the following brief videos from the RWS 1302 Research Guide: "Introduction to Online Databases," "Search Strategies for Finding Articles," "Encore Compiling Your Sources: Books," & "Compiling Your Sources: E-Books" (Bb).	Friday at 11:59 PM. (Quiz next week.)
Discussion activity #7	Analysis of "Parents are Hiring Private Tutors"	Discussion post due Friday at 11:59 PM.  Brief responses to two classmates due Sunday at 11:59 PM.

Activity #5	Preliminary research	Sunday at 11:59 PM.
Looking Ahead:	Mini Annotated Bibliography	Next Sunday at 11:59 PM.
Week 9 Activity	9 1 7	,
Week 9— October	19 <sup>th</sup> -25 <sup>th</sup>	
Reading(s) due	Read "Synthesis" (WiT, pp. 221-251).	Friday at 11:59 PM.
by the end of the	, , , , , , , ,	·
week		
Quiz #7	Quiz on "Summary" (Week 8 reading) and "Synthesis"	Friday at 11:59 PM.
Activity #6	Engaging with sources	
Activity #7	Mini Annotated Bibliography	Sunday at 11:59 PM.
Week 10— Octobe	er 26 <sup>th</sup> -November 1 <sup>st</sup>	
Videos to watch	Watch "Shelter in Place" (Bb) (13:46 minutes)	Friday at 11:59 PM.
by the end of the	and "24 Hours in the Life of America's	
week	Essential Workers" (Bb) (12:40 minutes)	
Reading(s) due	Read "Choosing and Integrating Evidence:	Friday at 11:59 PM.
by the end of the	Quotes, Paraphrases, Visual Materials, and	
week	Data" (WiT, pp. 464-494).	5
Discussion	Analysis of "Shelter in Place" and "24 Hours in the Life of America's Essential Workers"	Discussion post due Friday at
activity #8	the Life of America's Essential Workers	11:59 PM.
		Brief responses to two classmates due Sunday at 11:59 PM.
Quiz #8	Quiz on "Choosing and Integrating Evidence"	Friday at 11:59 PM.
Activity #8	Primary research plans	Sunday at 11:59 PM.
Week 11— Novem		·
Film to watch by	2 choices: Watch <u>The Garden</u> (1 hr 20 min)	Friday at 11:59 PM.
the end of the	(Bb) OR Las Marthas (Bb) (1 hr 19 min)	,
week (2 choices)		
Reading(s) due	Read "Constructing Arguments" (WiT, pp. 399-	Friday at 11:59 PM.
by the end of the	424)	,
week	,	
Discussion	Analysis of <i>The Garden</i> OR <i>Las Marthas</i>	Discussion post due Friday at
activity #9	Trinarysis of the Garach Ore Las Warthas	11:59 PM.
activity #5		11.35 1 101.
		Brief responses to two
		classmates due Sunday at 11:59
		PM.
Quiz #9	Quiz on "Constructing Arguments"	Friday at 11:59 PM.
Looking Ahead:	Literature Review/Research Report	Next Sunday at 11:59 PM.
Assignment #2	,	,
Week 12— November 9 <sup>th</sup> -15 <sup>th</sup>		
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Reading(s) due by the beginning of class	Read "Documentary Assignment Guidelines" (HB, pp. 273-282) and "Open Education Resource Video Assignment Guidelines (HB, pp. 283-286).	Monday at 11:59 PM.
Activity #9	Preliminary Documentary/OER Video plan	Friday at 11:59 PM.
Assignment #2	Literature Review/Research Report	Sunday at 11:59 PM.
Week 13— Novem	ber 16 <sup>th</sup> -22 <sup>nd</sup>	
Video to watch	Watch a brief documentary of your choosing.	Friday at 11:59 PM.
by the beginning	, ,	,
of class		
Reading(s) due	Read "Framing Arguments" (WiT, pp. 335-	Friday at 11:59 PM.
by the end of the	358).	11100, 00 11100 1 1111
week	335).	
Discussion	Analysis of a brief documentary of your	Discussion post due Friday at
activity #10	choosing	11:59 PM.
		Brief responses to two classmates due Sunday at 11:59 PM.
Quiz #10	Quiz on "Framing Arguments"	Friday at 11:59 PM.
Week 14— Novem	= =	·
Reading(s) due	Read "Extended Professional E-Portfolio	Monday at 11:59 PM.
by the beginning	Assignment Guidelines" (HB, pp. 205-211).	,
of the week	, , , , , , , , , , , , , , , , , , , ,	
Activity #10	Video Assignment Check-In, and Looking Ahead to the E-Portfolio  - Read the "Updates and Options: E-Portfolio Only" document, which includes reflection prompts for our streamlined E-Portfolio assignment.	Sunday at 11:59 PM.
Looking Ahead: Assignment #3	Documentary/OER Video	Next Friday at 11:59 PM.
_	ber 30 <sup>th</sup> -December 6 <sup>th</sup>	
Online video	Opportunity to share your Documentary/OER	Friday at 11:59 PM.
gallery	Video with your classmates online	
Assignment #3	Documentary Film/OER Video	Friday at 11:59 PM.
Looking Ahead:	E-Portfolio	Next Friday at 11:59 PM.
Assignment #4		,
Finals Week—December 7 <sup>th</sup> -11 <sup>th</sup>		
Assignment #4	E-Portfolio	Friday at 11:59 PM.
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