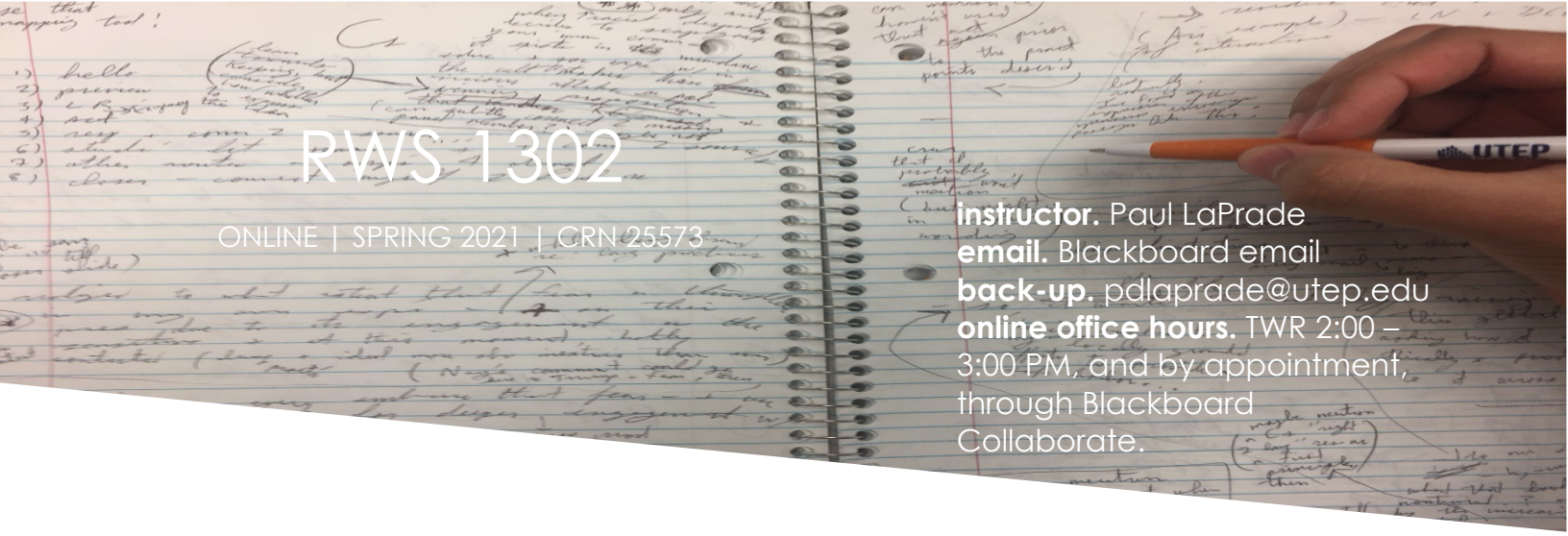


RWS 1302

ONLINE | SPRING 2021 | CRN 25573

instructor. Paul LaPrade
email. Blackboard email
back-up. pdlaprade@utep.edu
online office hours. TWR 2:00 – 3:00 PM, and by appointment, through Blackboard Collaborate.

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

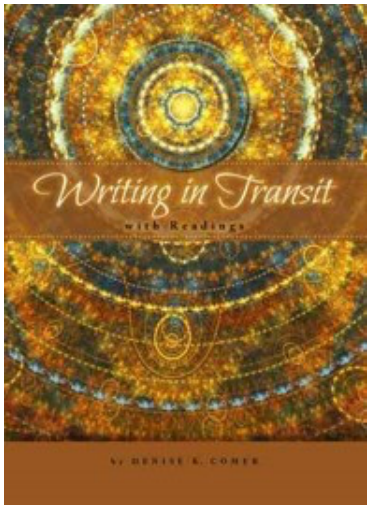
- Use reflective learning strategies to self-assess and understand one's processes and products
- Collaborate
- Integrate and act on critical feedback from peers and instructors
- Understand and examine critically the reasons behind writing conventions in fields and disciplines

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.

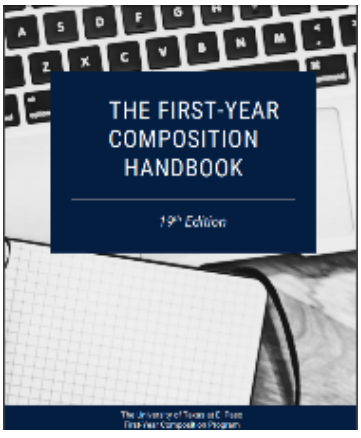
Required Texts & Materials

- Comer, D. K. (2017). *Writing in transit* (2nd 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* (19th ed.). ISBN: 9781732611214.
  - E-book access code available at the UTEP Bookstore: https://www.bkstr.com/texaselpasostore/product/the-first-year-composition-handbook-913801-1
  - This e-book is also available directly through the RedShelf platform: https://www.redshelf.com/



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

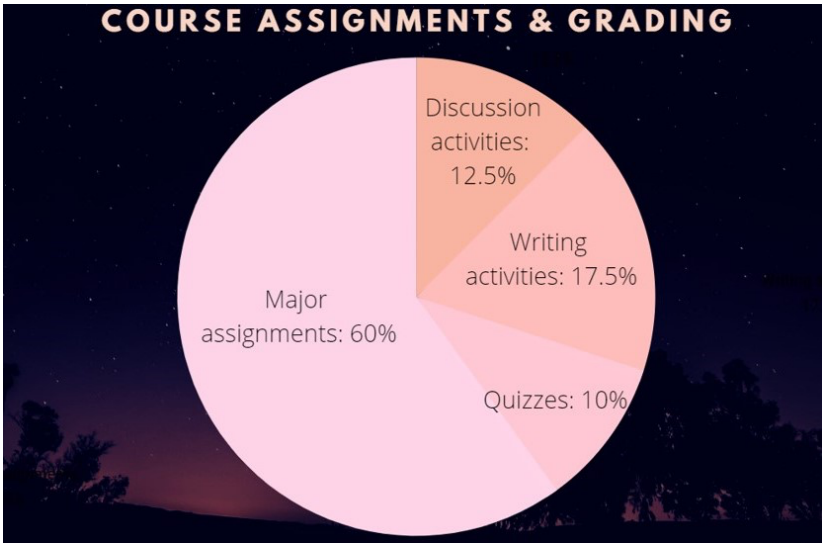
1. Go to https://www.redshelf.com/.
2. Click on "Log In" (top right corner).
3. Select "Create an Account" (middle of the screen).
4. Enter the required information and click on "Create Account."
5. Log into your account, then paste your access code under "Redeem Your RedShelf Access Code."
6. Click 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

C**ourse Delivery:** In spring 2021, 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**. Forms to apply for a laptop or wifi hotspot are available here. 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.

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 Curriculum and Classroom Policies for more information regarding Excused Absences for University-Recognized Activities, Absence for Religious Holy Days, and Military Leave.

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

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

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

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

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

Missing a scheduled conference with the instructor constitutes an absence.

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

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

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

The instructor can measure participation through various pathways, such as completion of scaffolded activities and discussion posts, and responding to other students' posts and feedback. We also recommend measuring course activity by using the Course Reports feature on Blackboard, particularly the Course Activity Overview.

When it becomes evident that it is not possible to participate in class, the program recommends that the student contact the instructor to discuss the attendance policy and how it applies, before resuming robust participation in class activities.

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

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

Accommodations: UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP

Center for Accommodations and Support Services (CASS). Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu.

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 https://www.utep.edu/uwc/ 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 Spring 2021 Semester:

Jan 18th	Dr. Martin Luther King, Jr. Holiday – University Closed
Jan 19th	Spring classes begin
Jan 19th–22nd	Late Registration (Fees are incurred)
Feb 3rd	Spring Census Day Note: This is the last day to register for classes. If payment is not received by this day, students will be dropped.
Feb 15th	20th Class Day

	Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.
Feb 19th	Graduation application deadline for degree conferral
Mar 21st	Midterm Spring 2021 Grades Due
Mar 15-19th	Spring Break
Mar 26th	Cesar Chavez Holiday – no classes
Apr 1st	Spring 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 o F.
Apr 2nd	Spring Study Day
Apr 16th	Deadline to submit candidates' names for degree conferral
May 6th	Spring – Last day of classes
May 7th	Dead day
May 10-14th	Spring 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— January 18th-24th		
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— January 25th-31th		
Reading(s) due by the beginning of the week	Read "Genre Analysis Assignment Guidelines" (HB, pp. 227-240).	Monday at 11:59 PM.

Reading(s) due by the end of the week	Read "Writing as Transfer" (WiT, pp. 1-12). 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).	Sunday at 11:59 PM.
Quiz #2	Quiz on "Writing as Transfer"	Sunday at 11:59 PM.
Activity #1	Semester topic proposal	Sunday at 11:59 PM.
Week 3— February 1st-7th		
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— February 8th-14th		
Video and brief reading due by the end of the week	Watch "Everything is a Remix Part 1" (Bb) (6 minutes—post-credits clip begins at 5:37) Read "Author-Date Citation System" (Bb)	Friday at 11:59 PM.
Reading(s) due by the end of the week	Read "Research and Writing as Process, Part 1" (WiT, pp. 37-53, ending at "Drafting across Disciplines")	Friday at 11:59 PM. (Chapter quiz next week.)
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— February 15th-21st		
Reading(s) due by the end of the week	Read "Shitty First Drafts" Read "Rethinking the 'Shitty First Draft'"	Friday at 11:59 PM.

Reading(s) due by the end of the week	Read "Research and Writing as a Process, Part 2" (WiT, pp. 53-68, beginning with "Drafting across Disciplines")	Friday at 11:59 PM.
Discussion activity #4	Analysis of "Shitty First Drafts" and "Rethinking the 'Shitty First Draft'"	Discussion post due Friday at 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— February 22nd-28th		
Podcast to listen to by the end of the week	Listen to "Reality" (Bb) (44 minutes).	Friday at 11:59 PM.
Reading(s) due by the end of the week	Read "Literature Review/Research Report Assignment Guidelines" (HB, pp. 42-56). Read "Posing Meaningful Questions" (WiT, pp. 81-99).	Friday at 11:59 PM.
Discussion activity #5	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— March 1st-7th		
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— March 8th-14th		
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: Week 9 Activity	Mini Annotated Bibliography	Next Sunday at 11:59 PM.
Spring Break!		
Week 9—March 22nd-28th		
Reading(s) due by the end of the week	Read "Synthesis" (WiT, pp. 221-251).	Friday at 11:59 PM.
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— March 29th-April 4th		
Videos to watch by the end of the week	Watch "Shelter in Place" (Bb) (13:46 minutes) and "24 Hours in the Life of America's Essential Workers" (Bb) (12:40 minutes)	Friday at 11:59 PM.
Reading(s) due by the end of the week	Read "Choosing and Integrating Evidence: Quotes, Paraphrases, Visual Materials, and Data" (WiT, pp. 464-494).	Friday at 11:59 PM.
Discussion activity #8	Analysis of "Shelter in Place" and "24 Hours in the Life of America's Essential Workers"	Discussion post due Friday at 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— April 5th-11th		
Reading(s) due by the end of the week	Read "Constructing Arguments" (WiT, pp. 399-424)	Friday at 11:59 PM.
Quiz #9	Quiz on "Constructing Arguments"	Friday at 11:59 PM.
Looking Ahead: Assignment #2	Literature Review/Research Report	Next Sunday at 11:59 PM.
Week 12— April 12th-18th		
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— April 19th-25th		
Video to watch by the beginning of class	Watch a brief documentary of your choosing.	Friday at 11:59 PM.
Reading(s) due by the end of the week	Read "Framing Arguments" (WiT, pp. 335-358).	Friday at 11:59 PM.
Discussion activity #9	Analysis of a brief documentary of your choosing	Discussion post due Friday at 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— April 26th-May 2nd		
Reading(s) due by the beginning of the week	Read "Extended Professional E-Portfolio Assignment Guidelines" (HB, pp. 205-211).	Monday at 11:59 PM.
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	Sunday at 11:59 PM.

	prompts for our streamlined E-Portfolio assignment.	
Looking Ahead: Assignment #3	Documentary/OER Video	Next Friday at 11:59 PM.
Week 15— May 3rd-9th		
Online video gallery	Opportunity to share your Documentary/OER Video with your classmates online	Friday at 11:59 PM.
Assignment #3	**Documentary Film/OER Video**	**Friday at 11:59 PM.**
Looking Ahead: Assignment #4	E-Portfolio	Next Friday at 11:59 PM.
Finals Week— May 10th-14th		
Assignment #4	**E-Portfolio**	**Friday at 11:59 PM.**