Rhetoric and Writing Studies RWS 1302
CRN: 22964 OR 22883

Instructor Information
Name: Rebekah R. Grado
Email: rrgrado@utep.edu
Phone: 915-747-5416
Office Hours: WORREL HALL, RM 307 | T/H: 6:20 – 7:20 AM,

Digital Office Hours: Zoom Meetings available upon request, with at least 6 hrs advanced notice; please email with the dates and times you prefer to meet. The following meeting link is also available on Blackboard--https://utep-edu.zoom.us/j/96188684658

Email: You will receive a response within an hour or less if you email T/H, between 1 Noon – 1:00 PM, W, between Noon – 3:30 PM.

Program Overview

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

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

Writing classes teach writing: Principally, writing classes foreground writing itself as a complex, distributed activity premised upon sociality and community formation, processes and materials, flexibility, and ethical communication. Writing classes may involve participants in purposeful interpersonal interactions (discussions and conversations), writing-related activities (peer review, studying features in model texts), and interpreting texts (making meaning
And we are...

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

RWS 1301 & 1302 Learning Outcomes

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

Rhetoric & Composition 2 (RWS 1302) Course Description

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

The curriculum consists of these 4 modules:

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

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

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

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

**Required Texts & Materials**
ISBN: 978-1-324-04510-6

Available at the UTEP Bookstore.

An e-book available through the UTEP Bookstore.
Additional required readings may also be posted on Blackboard.

### Course Assignments and Grading

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

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

**Module 1:** Community Engagement Proposal  
**Module 2:** Community Genre Analysis  
**Module 3:** Local Fieldwork  
**Module 4:** Broader Community Study
Grading: Your instructor will assign due dates for all and will provide you with detailed assignment sheets that describe expectations, constraints, and deadlines for each project. You are required to adhere to the terms of your instructor’s grading policy that is attached to this syllabus.

Writing Projects 1-4 [100-200 = 10%-20% each]
During the course, you will complete four writing projects, each of which is scaffolded and will go through multiple drafts before it is considered complete. As you go through the writing process, your drafts will be reviewed continually by your peers, your writing tutors, and me. You will receive copious feedback on the drafts you submit. These comments are aimed at redirecting your work for revision. One of the primary goals of the course is to learn how to rethink and rework your writing. The point is that an early draft is composed of first thoughts, and that a truly sophisticated piece of writing usually involves a great deal of reflection, analysis, and craft. This course is about experimenting with a process, and discovering whether that process can help deepen your sense of your writing and of yourself as a writer. Each completed project will be evaluated for its adherence to this multiple drafting process. As such, any final project that is not supplemented by scaffolding exercises and/or drafts (see Participation and Peer Response) as I will be looking for ways in which you work through your assignments, how willing you are to take risks, and how much effort goes into each assignment. If you write with sincerity and a serious approach, you will probably do well in the course.

Throughout each writing project, a writing tutor, a peer or I should read your draft and respond to it with a review that points to certain areas where you can expand your ideas and challenge your thinking in your revision. I will also indicate one or two grammar/punctuation issues that I want to direct your attention to for subsequent drafts; this is built into Participation and Peer Response. At the end of each module you will submit a final draft of that project. Your final project grade will reflect quality, as well as what you have put into the project in terms of effort, willingness to experiment with the drafting process, risks taken, response to suggestions made in peer review, and response to suggestions made by me.

To reiterate: the work you submit at the end of the module is your final draft. Final drafts are graded only once. Email me if you would like more feedback. If you have questions about the feedback I’ve left you, please send me your specific questions. If you believe I have graded incorrectly or that feedback I have left is inapplicable, please email me as soon as you notice, and include a detailed explanation/correction. Regrades/re-submissions will not be granted if: 1. You did not complete the Modules Q&A DB forum. 2. You did not ask for clarification in the Extra Credit Q&A DB. 3. You did not complete scaffolding DBs. 4. You did not email me at least a week before the due date to ask questions or have your draft reviewed. 5. You did not meet with me during office hours about this assignment. 6. You did not visit the Writing Center.

You are invited to speak with me anytime regarding the quality and progress of your work. If you are concerned about your progress in this class, discuss this with me by Week 10. After this date, there will not be enough points left with which to intervene positively. If you have not dropped by Friday in Week 10, then drop request will be completed with your current course grade, rather than a ’W’ (withdraw).

Individualized extra credit, make-up assignments, etc. are not an option in any case.

Requests for an “I” or Incomplete will not be granted for this class.
No one should be surprised by their final grade in the course.

Extra Credit [50 pts, 5%]

Extra Credit points can be earned in the Q&A Discussion Board forum. The purpose of this forum is to ask questions in a public venue, rather than privately in an email. Often the questions you have after class, after reading or while doing your work are questions may others are encountering. Incidentally, you’ll find that some of your peers may have already problem-solved an answer to your question. In this way, the forum is meant to facilitate the exchanging of ideas and to make these ideas widely available so we can all work smarter, instead of harder. The only stipulations are that you 1. Don’t answer your own questions and 2. Don’t reiterate an answer provided/ offer an answer to a question that already has a satisfactory answer.

Additionally, you may also visit the University Writing Center (UWC), located in the Library, for +5 extra credit points when you attend for tutoring. You may visit the UWC for any of our course work and for any reason. To receive extra credit, email me (rrgrado@utep.edu) a photograph, scan or forward tutoring slip you receive after your session.

You may only collect 50 total extra credit points per semester. This contributes to 5% of your overall grade, may replace at least 2 Discussion Board posts, or make up half the points on a project you may have failed/missed.

Participation and Peer Response [500, 50%; 20 each = 2% each]

This is a workshop style class in which each person’s participation is essential. I encourage you to be a lively participant in our discussions on Blackboard. What you offer to the whole group in discussions can help stimulate all of us. I expect that you will offer thoughtful, informed responses, ask questions, and feel welcome to challenge views expressed by your classmates and me. Please do not hesitate to ask when you have questions about your writing or about other aspects of the course. Throughout the semester, you will be engaged in frequent peer response sessions. I am interested in what you contribute to the community of your peers, and also how you utilize their feedback in guiding your revision

Course Delivery

While most classes are held face-to-face, there are a few sections that are designated as online. Those classes may meet synchronously or asynchronously through Blackboard. Whether face-to-face or online, the course is designed to engage students through discussions with your classmates and instructor using Blackboard (Bb). In order to succeed in the course, you will need to have regular use of the internet and a stable connection regardless of whether your class meets face-to-face or online. If you don’t have a computer or reliable internet at home, the university can help you with resources: Technology Support - UTEP. Please speak with your instructor immediately if you will need assistance. We want you to have the opportunity to succeed in class without concern about access. There are also computers available for you to use in the library and other labs on campus.
Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the Help Desk as they are trained specifically in assisting with technological needs of students.

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

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

**Late Work:** It is important to submit work before deadlines for full credit and feedback. Except where prior arrangements are made, late work is not accepted. You can always submit something incomplete and earn some points, rather than none at all. Submitting incomplete work also provides flexibility of completion, if arrangements are made via email before your work is graded. This policy extends to major assignments, not class participation. In other words, Discussion Board posts will not be accepted late unless arrangements have been made prior to the due date passing.

*In most instances, I will accept make-up work if you perform the following:*

1. Communicate with me immediately via email if you know you will fall behind based on a family or personal emergency. If you are emailing me the day/hour an assignment is due, you must attach or copy/paste the work you have completed thus far. If this is not included, you will not receive permission to turn in make-up. In fairness to the majority who submit their work on time, all make-up work is subject to a grade penalty.
2. Communicate a reasonable time period in which you plan to be back on track with this class, as well as a reasonable grade penalty and make-up due date.
3. Continue to keep up with the assignments that we are currently working on.

*Being allowed to turn in make-up work is neither an excuse nor permission to turn in every other assignment late as well.*

*Any work submitted late will not be graded until Dead Day.*

**Participation:**

Participation is gauged by the quality, quantity and timeliness of your engagement both in-class and in the on-line Discussion Board (DB), found on Bb.

**Classroom Etiquette:**

- Debate, critical inquiry, and intellectual diversity are essential elements to higher education and a process of learning. There is the potential during this course for controversial and
sensitive topics to be discussed during small group or whole class interaction (whether face-to-face or online), and to surface through discussion board postings. You are expected to demonstrate respect and courtesy for your peers and instructor when they express differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be permitted. Angry displays, whether in writing, online postings, or in class discussions will be handled as disruptions to the wellbeing of the class and responded to as negative participation.

- 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).

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

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

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

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

Emails will be disregarded/ response will be delayed if:
1. There is no subject
2. Your name/ course (+ date & time) is not easily identifiable
3. The email has not been properly written and/or proofread, and is thus incomprehensible
4. The tone is rude or discourteous
5. You are making me aware of an absence for an unexcused or non-emergency reason
6. The issue has already been addressed (online or in class)

The Federal Education Rights and Privacy Act (FERPA) makes it illegal to provide information regarding your education to a parent or interested party. Should circumstance make an intercessor necessary, contact the Registration and Records Office.

**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. 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.

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

Academic Integrity: The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, 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. If OSCCR finds that you have plagiarized for a major assignment (any of our 5 module projects), you may earn a letter grade of F for the semester.
The First-Year Composition Program fundamentally trusts its students and strives to create dynamic classroom experiences and writing opportunities rooted in the values of inquiry and critical thinking. We agree deeply with Anna R. Mills’ (2023) claim, in the Chronicle of Higher Education, that “writing practice continues to be intensely rewarding for students and central to intellectual growth in college.”

Because of the rapid pace of change represented by ChatGPT and other Artificial Intelligence (AI) programs, it is necessary to set clear program standards regarding their use in our classes. Specifically, the FYC Program recognizes that Large Language Models (LLMs) are part of our contemporary culture and hold educational value that can be explored in the classroom, such as narrowing down a topic idea or critically analyzing the quality of an AI-generated text. However, our program maintains an expectation that all assignment submissions must constitute original pieces of writing composed by the student-author only.

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

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

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

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

FYC faculty are required to submit any assignment submissions that appear to include unacceptable uses of AI programs (or that are marked for further review) to the Office of Student Conduct and Conflict Resolution (OSCCR).

**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.

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal
opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal. For more information, please visit: https://www.utep.edu/titleix/pregnancy-and-parenting.html

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

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

### Course Support Resources

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<tr>
<td>Title IX</td>
<td>915-747-8358</td>
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<tr>
<td>Dean of Students</td>
<td>915-747-5648</td>
<td><strong>Institutional Compliance</strong></td>
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<tr>
<td>UTEP Health &amp; Wellness Center</td>
<td>915-747-5624</td>
<td><strong>Dean of Students</strong></td>
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<tr>
<td>UTEP Police Department</td>
<td>915-747-5611</td>
<td><em><a href="https://www.utep.edu/chs/shc/studenthealth@utep.edu">https://www.utep.edu/chs/shc/studenthealth@utep.edu</a></em></td>
</tr>
<tr>
<td>Counseling and Psychological Services</td>
<td>915-747-5302</td>
<td><em><a href="https://www.utep.edu/police/police@utep.edu">https://www.utep.edu/police/police@utep.edu</a></em></td>
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**Academic Calendar Spring 2024**
Spring classes begin

Jan 16th
- Spring classes begin

Jan 16th-19th
- Late Registration (Fees are incurred)

Jan 31st
- Spring Census Day

Mar 11th-15th
- Spring Break

Mar 20th
- Freshman midterm grades are due

Mar 28th
- Spring Drop/Withdrawal Deadline

Mar 29th
- Cesar Chavez Holiday - No classes; Spring Study Day

May 2nd
- Spring – Last day of classes

Course Schedule

All Bb work is due no later than 11:59 PM | All final drafts and major assignments are due in the “Assignments” tab of Bb by Friday, 11:59 PM of the week it is due | All DBs are due midweek (Wednesday) and end of week (Saturday), by 11:59 | If Bb presents technical errors during submission, be sure to email your instructor, with your work attached | You must complete scaffolding assignments to submit a final draft

- **DB: Discussion Board Post**
- **EAN: Physical/ E-Textbook Everyone’s An Author**
- **FYC: E-Textbook, First-Year Composition Handbook for RWS 1301 & 1302**
- **BB (Blackboard): readings and other homework can be found on Blackboard, usually in the course content folder corresponding to the module, and must be completed prior to class meetings/ beginning assignments**
- **ho = handout (usually found in the Assignment” tab or in the corresponding module folder)**

The calendar and all its contents are subject to change. Diligently check your UTEP email and Bb where you’ll have at least 24 hrs notice if there is a calendar change.

- **READINGS:** (this is “homework;” all reading should be done before class meetings/ beginning an assignment)

- **DUE:** (DBs are due during the week, usually the day after we “meet” for class; major assignments are due Fridays, at least one week after they are introduced as Readings. The window for submitting major assignments is 48 hours. You may submit your final projects between the Friday they are due,
until the proceeding Sunday at 11:59 PM [a day before the new week begins]. If you submit within this 48 hour window, your work will not be considered late)

- **ALL MY SECTIONS OF RWS 1302 ARE 100% ONLINE (no face-to-face component).** The schedule below only suggests a pace to follow; one where you engage with weekly course material at least one day before your DB and/or final drafts are due. This does not mean your work/reading is required to be done on Tues/Thurs, only that it is a helpful example of effective time management for this class.

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**MODULE 1**

**WEEK ONE**

**Tuesday, 01/16**

**READING:** BB-Syllabus; Explore Blackboard, Review Calendar; Visit Modules and read “Course Welcome” from Module 1

**DUE:** Post a Syllabus or Blackboard related question to the Q&A DB forum; try to answer someone else’s question in return

**Thursday, 01/18**

**READING:** BB- FYC Handbook, 1302, Ch 1—reading demo [this is a scanned copy; you will need to purchase your copy by Week 2]; EAN, Ch 1, Thinking Rhetorically—active reading demo [this is a scanned copy; you will need to purchase your copy by Week 2]

**DUE:** DB1

**WEEK TWO**

**Tuesday, 01/23**

**READING:** EAN- Ch 18, Making a proposal; **AND** Character Features, specifically “A clear indication of why topic matters”, p.158; BB-Module 1 Assignment ho, Proposal

**DUE:** DB2

**Thursday, 01/25**

**READING:** EAN-Ch3, Rhetorical Situation, AND “Starting your Research,” p. 479-484; BB- Sample Proposal; Proposal Composition Walk-Thru: Exploring Topics/Communities
WEEK THREE
Tuesday, 01/30  READING: EAN- Genres of Writing, 143-154; BB- Proposal Genre Analysis; Proposal Composition Walk-Thru: Sample Draft
DUE: DB4, Begin Peer Review

01/31  SPRING CENSUS DAY (rosters are set)

Thursday, 02/01  READING: BB- Proposal Composition Walk-Thru: Proposal Genre Analysis
DUE: DB4, Complete Peer Review
*02/09-PROPOSAL [FINAL DRAFT] DUE NEXT WEEK

MODULE 2
WEEK FOUR
Tuesday, 02/06  READING: FYC Handbook, 1302, Ch 2; EAN, Ch 22, Finding Sources, BB- Module 2 Assignment ho, Genre Analysis/Running Research Journal
DUE: DB5

Thursday, 02/08  READING: EAN, Ch 25, Evaluating Your sources; BB- Conducting Library Research; Genre Analysis Composition Walk-Thru: Research Inspired by Proposals
DUE: *02/09-02/11-PROPOSAL [FINAL DRAFT] DUE

WEEK FIVE
Tuesday, 02/13  READING: EAN, Ch 7, Annotating, AND Ch 26, Annotating a Bibliography,
DUE: DB6

Thursday, 02/15  READING: EAN, Ch 8, Fact from Misinformation p. 90-105; BB- Resources on Misinformation
DUE: DB7
WEEK SIX
Tuesday, 02/20  
READING: EAN- Ch 28, MLA Style  
DUE: DB8

Thursday, 02/22  
READING: EAN- Ch 28, APA Style,  
DUE: DB9

WEEK SEVEN
Tuesday, 02/27  
READING: EAN, Ch 15, Writing Analytically  
DUE: DB10

Thursday, 02/29  
READING: EAN, Ch 16, “Just the Facts,”  
DUE: DB11

*03/08—ALL GENRE ANALYSIS/RUNNING RESEARCH JOURNAL ENTRIES  
DUE NEXT WEEK

MODULE 3
WEEK EIGHT
Tuesday, 03/05  
READING: FYC, Ch 3; BB- Module 3 Assignment ho, Local Field Work  
DUE: DB12

Thursday, 03/07  
READING: EAN, Ch 23, Conducting Research in the Field  
DUE: 03/08-03/10—GENRE ANALYSIS/RUNNING RESEARCH JOURNAL, ALL  
FOUR ENTRIES DUE

03/11 – 03/15  
SPRING BREAK
WEEK NINE
Tuesday, 03/19  READING: EAN, Ch 21, “Articulating a question…” p. 484-488
DUE: DB13

Thursday, 03/21  READING: EAN, Ch 27, Quoting, Paraphrasing, and Summarizing
DUE: DB14

WEEK TEN
Tuesday, 03/26  READING: EAN, Ch 29, Giving Credit
DUE: DB15

Thursday, 03/28  READING: EAN, Ch 25, Synthesizing, p. 534-539; SPRING WITHDRAW/DROP DEADLINE (last day to withdraw with a grade of “W”)
DUE: DB16; *04/05—LOCAL FIELDWORK FINAL DRAFT DUE NEXT WEEK

MODULE 4
WEEK ELEVEN
Tuesday, 04/02  READING: FYC, Ch 4; BB- Module 4 Assignment ho Broader Community Study
DUE: DB17

Thursday, 04/04  READING: EAN, Ch 24, Keeping Tack; BB- Broader Community Study Walk-Thru: Outlining
DUE: 04/05 – 04/07—LOCAL FIELDWORK FINAL DRAFT DUE

WEEK TWELVE
Tuesday, 04/09  READING: EAN, Ch 25, Evaluating Sources,
DUE: DB18

Thursday, 04/11  READING: EAN, Ch 9, Managing your Writing Process; BB- Broader Community Study Walk-Thru: Drafting
DUE: DB19

WEEK THIRTEEN
Tuesday, 04/16  READING: EAN, Ch 34, Crafting Powerful Sentences
DUE: DB20

Thursday, 04/18  READING: EAN, Ch 04, Language, Power, and Rhetoric
DUE: DB21

WEEK FOURTEEN
Tuesday, 04/23  READING: EAN, Ch 39, Writing for Public Audiences
DUE: DB22

Thursday, 04/25  READING: EAN, Ch 10, Reflecting on Your Writing
DUE: DB23

WEEK FIFTEEN
Tuesday, 04/30  READING: EAN, Ch 35, Polishing and Editing Your Writing
DUE: DB24

**Thursday, 05/02  READING: EAN, Ch 36, Design What You Write; BB- Broader Community Study Walk-Thru: Editing, Revising & Finalizing
DUE: DB25; 05/07—BROADER COMMUNITY STUDY FINAL DRAFT DUE NEXT WEEK

**LAST DAY OF SEMESTER:** Thursday. Dead day: Friday. Semester coursework cannot be accepted after Thursday; only the final project [mod 5 organizational outreach product] may be submitted after dead day

**FINALS WEEK**

**WEEK SIXTEEN**

NO CUMULATIVE FINAL  
05/07 – 05/09 — BROADER COMMUNITY STUDY DRAFT DUE