

Rhetoric and Writing Studies RWS 1302

CRN: 12738 OR 12686

Instructor Information

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Office Hours: WORREL HALL, RM 307 | T/H: 7 AM – 7: 20 AM, 10:30 AM – Noon

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 10:30 AM – Noon, OR on M/W, between Noon – 3 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 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

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.

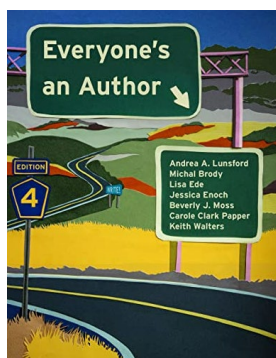
Rhetoric & Composition 2 (RWS 1302) Course Description

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 5 modules:

1. **Community Engagement Proposal:** Students will explore issues and concerns in their communities (home, place of worship, civic, work, school) and will identify a problem connected with the community that they wish to study. Students will explain how their own interests, goals, and values align with the organization or agency's mission. This paper will take the form of a proposal or memo.
2. **Community Genre Analysis:** Students will identify two distinct texts in different genres (written, visual, and/or oral) created by their organization or related to their selected issue. Students will write an explanatory genre analysis of the two texts and how they operate rhetorically. Students will engage in peer review activities during the writing process.
3. **Local Fieldwork:** Students will identify a social, political, or ethical issue related to their local community or partnering agency. As part of this assignment, students will generate research questions pertaining to the topic and their inquiry. Local research may include field observations, consulting local and primary sources, collecting surveys, and conducting interviews.
4. **Broader Community Study:** The broader community study will build upon students' local research, extending it into a broader inquiry. Students have the option to change their focus. This project will incorporate secondary research in order to examine the societal impact of their chosen issue. This includes developing a larger list of sources and creating an evaluative annotated bibliography.
5. **Multimodal Community Product/Tool:** Students will create a multimodal product or tool based on the needs of their community partner, organization, or a topic they are exploring. This can be an individual or group assignment to be completed with classmates focused on a similar topic. The goal of this project is to synthesize the research and writing students have done and present it to their classmates and/or chosen community.

Required Texts & Materials



Lunsford, A., Brody, M., Ede, L., Enoch, J., Moss, B.J., Papper, C.C., Walters, K. (2023). *Everyone's an Author*, 4th. Norton Publishing.
ISBN: 978-1-324-04510-6

Available at the UTEP Bookstore.



UTEP First-Year Composition Handbook, 2023-2024 edition.

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****Module 5: Multimodal Community Product/Tool**

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 1-5 [100 = 10% 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.

You are invited to speak with me anytime regarding the quality and progress of your work.

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 many 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

In spring 2022, RWS 1302 will be held primarily face-to-face on campus. There are a few sections that are designated as online. Those classes may meet synchronously or asynchronously through Blackboard. Whether face-to-face, online, or hybrid, 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, hybrid, or fully online. Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer. If you don't have a computer or reliable internet at home, the university can help you with resources: **Technology Support - UTEP**. Please speak with your instructor immediately if you will need assistance. We want you to have the opportunity to succeed in class without concern about access. There are also computers available for you to use in the library on campus.

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. 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 arraignments 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 arraignments 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 arraignments 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/past 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.

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 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 and you can contact the Registrar's Office. If you do not drop, you are at risk of 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 \(OSCCR\)](#) page for more information on Academic integrity. **If OSCCR finds that you have plagiarized for a major assignment (any of our 5 module projects), then you will earn a letter grade of F for the semester.**

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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 similar programs, it is necessary to set clear program standards regarding their use in our classes. Specifically, the FYC Program recognizes that language models 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 a clear expectation that all assignment submissions must constitute original pieces of writing composed by the student-author. By this standard, an **acceptable use** of ChatGPT (or a similar program) could take the form of

- writing an introduction paragraph that openly describes how this language model offered possible approaches to researching a particular topic, with any direct quotes placed in quotation marks.

By contrast, an **unacceptable use** of ChatGPT (or a similar program) could take the form of

- copying any amount of text from a language model without attribution, i.e. failure to include quotation marks around any directly quoted language, and an in-text citation for any paraphrased or quoted text (including text generated by ChatGPT or another language model).

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 by AI detection programs that our faculty are trained with) 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.

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

Title IX	915-747-8358	<u>Institutional Compliance</u>
Dean of Students	915-747-5648	<u>Dean of Students</u>
UTEP Health & Wellness Center	915-747-5624	<u>https://www.utep.edu/chs/shc/</u> <u>studenthealth@utep.edu</u>

UTEP Police Department	915-747-5611	https://www.utep.edu/police/police@utep.edu
Counseling and Psychological Services	915-747-5302	https://www.utep.edu/student-affairs/counsel/caps@utep.edu
Student Success Help Desk	(915) 747-8887	studentsuccess@utep.edu

Academic Calendar Fall 2023

Aug 28th	Fall classes begin
Aug 28th-Sept 1st	Late Registration (Fees are incurred)
Sept 4 th	Labor Day Holiday- University Closed
Sept 13th	Fall Census Day
Nov 3 rd	Fall Drop/Withdrawal Deadline
	Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.
Nov 23rd-24th	Thanksgiving Holiday- University Closed
Dec 7th	Fall– 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 on the days we “meet” for class; major assignments are due Fridays, at least one week after they are introduced as Readings)

MODULE 1

WEEK ONE

Tuesday, 08/29

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, 08/31

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, 09/05

READING: EAN- Ch 2, Engaging with Others, p. 18-27, & Find a Topic, p. 478; BB-Module 1 Assignment ho, Proposal

DUE: DB2

Thursday, 09/07 READING: EAN- Rhetorical Situation, p.28-34; BB- Sample Proposal;
Proposal Composition Walk-Thru: Exploring Topics/Communities

DUE: DB3

**09/15--PROPOSAL [FINAL DRAFT] DUE NEXT WEEK*

WEEK THREE

Tuesday, 09/12 READING: EAN- Ch 4, p. 35-49; BB- Proposal Genre Analysis; Proposal
Composition Walk-Thru: Meeting Module 1 Objectives

DUE: DB4

Thursday, 09/14 READING: BB- Proposal Composition Walk-Thru: Proposal Draft

DUE: 09/15-09/17---Proposal [FINAL DRAFT]

MODULE 2

WEEK FOUR

Tuesday, 09/19 READING: FYC Handbook, 1302, Ch 2; EAN, Ch 21, Sources et al., p. 486-
503; BB- Module 2 Assignment ho, Genre Analysis/Running Research
Journal

DUE: DB5

Thursday, 09/21 READING: EAN, Ch 6, Reading Rhetorically, p. 67-77; BB- Conducting Library
Research; Genre Analysis Composition Walk-Thru: Research Inspired by
Proposals

DUE: DB6

WEEK FIVE

Tuesday, 09/26

READING: EAN, Ch 7, Annotating et al., p. 79-88; Ch 24, Annotating a Bibliography, p. 529-531

DUE: DB7

Thursday, 09/28

READING: EAN, Ch 8, Fact from Misinformation p. 90-105; BB- Resources on Misinformation

DUE: DB8

WEEK SIX

Tuesday, 10/03

READING: EAN- Ch 28, MLA Style, p. 563-598

DUE: DB9

Thursday, 10/05

READING: EAN- Ch 28, APA Style, p. 612- 644

DUE: DB10

**10/13—ALL GENRE ANALYSIS/RUNNING RESEARCH JOURNAL ENTRIES
DUE NEXT WEEK*

WEEK SEVEN

Tuesday, 10/10

READING: EAN, Ch 14, Writing Analytically, p. 229-238 & 249-251

DUE: DB11

Thursday, 10/12

READING: EAN, Genre Analysis Sample, p. 252-255

DUE: DB12; 10/13-10/15—GENRE ANALYSIS/RUNNING RESEARCH
JOURNAL, ALL FOUR ENTRIES DUE

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MODULE 3

WEEK EIGHT

Tuesday, 10/17 READING: FYC, Ch 3; BB- Module 3 Assignment ho, Local Field Work

DUE: DB13

Thursday, 10/19 READING: EAN, Ch 20, Joining the Conversation, p. 478-485

DUE: DB14

WEEK NINE

Tuesday, 10/24 READING: EAN, Conducting Field Research, p. 506-514

DUE: DB15

Thursday, 10/26 READING: None; Research Day

DUE: DB16

*11/037—LOCAL FIELDWORK FINAL DRAFT DUE NEXT WEEK

WEEK TEN

Tuesday, 10/31 READING: EAN, Ch 22, Keeping Track, p. 515-51

DUE: DB17

Thursday, 11/02 READING: EAN, Ch 25, Synthesizing, p. 534-539

DUE: DB18 ; 11/03-11/05—LOCAL FIELDWORK FINAL DRAFT DUE

MODULE 4WEEK ELEVEN

Tuesday, 11/07 READING: FYC, Ch 4; BB- Module 4 Assignment ho Broader Community Study

DUE: DB19

Thursday, 11/09 READING: EAN, Ch 31, Mixing Languages & Dialects, p. 683-692; BB-
Broader Community Study Walk-Thru: Outlining

DUE: DB20

WEEK TWELVE

Tuesday, 11/14 READING: EAN, Ch 23, Evaluating Sources, p. 520-526

DUE: DB21

Thursday, 11/16 READING: EAN, Ch 26, Quoting et al., p. 541-553; BB- Broader Community
Study Walk-Thru: Drafting

DUE: DB22

**11/22—BROADER COMMUNITY STUDY FINAL DRAFT DUE NEXT WEEK*

WEEK THIRTEEN

Tuesday, 11/21 READING: EAN, Ch 32, How to Craft Good Sentences, p. 694-709

DUE: DB23; *11/22-11/26—BROADER COMMUNITY STUDY DRAFT DUE*

Thursday, 11/23 THANKSGIVING—University Closed

Module 5WEEK FOURTEEN

Tuesday, 11/28 READING: EAN, Ch 33, Editing Errors that Matter, p. 713-750; BB- Broader
Community Study Walk-Thru: Editing, Revising & Finalizing

DUE: DB24

Thursday, 11/30 READING: FYC, Ch 5; BB- Module 5 Assignment ho Organizational Outreach
Product

DUE: DB25

WEEK FIFTEEN

Tuesday, 12/05 READING: EAN, Designing, p. 757-759

DUE: DB27

****Thursday, 12/07** READING: EAN, Writing in Multiple Modes, p. 778-792; BB- Organizational
Outreach Product Walk-Thru: Executing Your Design

DUE: DB 28

***12/12—ORGANIZATIONAL OUTREACH PRODUCT 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 WEEKWEEK SIXTEEN

NO CUMULATIVE FINAL **12/12-12/14—ORGANIZATIONAL OUTREACH PRODUCT FINAL
DRAFT DUE**

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