Rhetoric and Writing Studies: RWS 1302
CRN: 13778 – Fall 2020

Course Delivery Format: Online
Instructor Information: Tetyana Zhyvotovska
Email: tzhyvotovska@miners.utep.edu
(Note: For all course business & questions, please use Course Email in Blackboard)
Office Hours: Via email and online by appointment.

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
Learning Outcomes

At the end of this FYC course, students will be able to:

Critical thinking and reading

- Think, read, and write analytically and reflectively
- Address specific, immediate rhetorical situations and their effects on individuals and communities
- Read a diverse range of texts and apply these texts to different audiences, contexts, and situations.

Composing practices

- Read and compose in several genres to understand how genre conversations shape and are shaped by readers’ and writers’ practices and purposes
- Develop composing processes appropriate to writing style, audience, and assignment
- Use composing processes and tools as a means to discover and reconsider ideas, generate writing, and make meaning
- Engage with a community of writers who dialogue across texts, argue, and build on each other’s work
- Develop writing projects through multiple drafts by learning flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Give, receive, and act on productive feedback from peers and instructors to work in progress

Research

- Learn to formulate research questions, methods for research, and analyze and synthesize material
- Develop 21st century technological literacies and modalities needed for researching and composing
- Locate and evaluate primary and secondary materials, such as: journal articles and essays, books, scholarly and professionally established and maintained databases and archives, and informal electronic networks and internet sources.
- Learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material)
- Apply research to various genres and cite sources in American Psychological Association Style (APA) or Modern Language Association Style (MLA)

Assessment

- Use reflective learning strategies to self-assess and understand one’s processes and products
- Collaborate
- Integrate and act on critical feedback from peers and instructors
- Understand and examine critically the reasons behind writing conventions in fields and disciplines
**RWS 1302 Course Description**

*Rhetoric & Composition 2 (RWS 1302)* aims to develop your critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on awareness of and appreciation for discourse communities as well as knowledge specific to subject matter, genre, rhetorical strategy, and writing process. The class presents an approach to communication that helps students determine the most effective strategies, arrangements, and media to use in different rhetorical contexts. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.

**Required Texts & Materials**


The e-book is available through the UTEP Bookstore.

Additional readings may also be posted on Blackboard.

**Course Assignments and Grading**

This section consists of an overview of assignments. The icons relate to relevant UTEP Edge learning outcomes. Specific assignment guidelines can be found in the Handbook. Further instructions are posted on the Blackboard course content.

**Topic Proposal for Semester:**

Students will write a proposal to identify the subject/issue/topic they will be working with for the semester. This will be submitted to, approved, and graded by the instructor. (20 pts.)
Genre Analysis Outline: Students will complete the following activities to prepare them for the Genre Analysis Essay assignment: Choosing your genres; analyzing specialized genres; and analysis outline assignment. (50 pts.)

Genre Analysis: Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. This will be submitted (rough and final drafts) to, and graded by, the instructor. (100 pts.)

Research Proposal: As part of this assignment you must generate 3-4 research questions and begin to find sources for the Literature Review/Research Report. Students will complete Activities 1-4 for Literature Review. (50 pts.)

Literature Review / Primary Research Report: Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. This will be submitted (rough and final drafts) to, and graded by, the instructor. (200 pts.)

Advanced Visual Argument Outline Activities: Students will submit an outline to show the persuasive purpose and argumentative structure for the project. Complete the persuasive purpose worksheet, the developing reasons for advocacy, and gathering evidence to support reasons. (30 pts.)

Advanced Visual Argument:

Option 1 - Documentary Film: Students will plan, write, film, and edit a documentary film that creates awareness and advocates for a change in thinking or behavior concerning a chosen topic. (200 pts.)

OR
**Option 2 - Open Education Resource:** Students will create a video that explores and explains one important concept in academic concentration or professional community. The video must be based on primary and secondary research. *(200 pts.)*

**Visual Argument Class Presentation:** Students will present their visual argument to the class. The instructor will grade this presentation. *(50 pts.)*

**E-Portfolio / Website:** Students will create, design, and maintain an academic profile in the form of an e-portfolio website that includes reflections on their course work, major assignments and composing processes. *(100 pts.)*

**Course Participation:** Because this is an online class, participation online is mandatory. The activities included in this category ensure that students learn the material and help them to compose effective projects. This score will include quizzes, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. *(200 pts.)*

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

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tr>
<td>1000-900</td>
<td>A</td>
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<tr>
<td>899-800</td>
<td>B</td>
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<tr>
<td>799-700</td>
<td>C</td>
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<tr>
<td>699-600</td>
<td>D</td>
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<tr>
<td>599 and below</td>
<td>F</td>
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**Online Course Delivery**

**Course Delivery:**

In fall 2020, RWS 1302 will be held fully online. The course is designed to engage students through discussions with your classmates and instructor through Blackboard (Bb), UTEP’s Learning Management System (LMS). The course will rely extensively on Blackboard, though your individual instructor may supplement it by incorporating other platforms and various media. In order to succeed in the course, you will need to have regular use of the internet and a stable connection. Although you
can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer. If you don’t have a computer or reliable internet at home, the university can help you with resources: Technology Support - UTEP. Please speak with your instructor immediately if you will need assistance. We want you to have the opportunity to succeed in class without concern about access. There are also computers available for you to use in the library on campus.

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the Help Desk as they are trained specifically in assisting with technological needs of students.

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 (https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html)

**Readings:** The purpose of the readings is to help you learn and understand the different aspects of rhetorical situation, research, and writing. It is essential that you complete the weekly assigned textbook and handbook readings within the course modules. These will assist you with the assignments and will strengthen your discussion board posts by citing and referring to the readings.

**Submitting Work:**

All work will be submitted through our Bb course shell. 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).
This course is designed and works under Mountain Standard Time (MST). Please keep this in mind when submitting assignments and meeting deadlines.

**Due Dates for Major Assignments:**
All major assignments will be due on Sundays at 11:59 p.m. (MST). It is important to submit work before deadlines for full credit and feedback.
Late major assignments may be submitted during two calendar days after the assigned deadline before the assignment window is closed. These late submissions will be penalized up to one letter grade. No assignments will be accepted after a Blackboard assignment window closes.

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**Course Participation & Communication**

**Participation:** Since this is an online class, students are expected to participate in online discussions/activities and complete all the modules and assignments. Failure to turn in two major assignments will result in student being dropped from the course.

**Course Announcements:** I will post updates, any changes to modules/assignments, deadlines for assignments, discussion boards, and activities, and important notifications. Make it your routine to check announcements regularly.

**Discussion Boards:** A specific number of discussion boards (DB’s) are planned for the course, but I will add extra discussion boards if I see the need to address other issues, topics, or the readings themselves. This course is meant to be highly interactive, and the Discussion Board is one means to achieve this. I expect for all students to keep up with and complete all the assigned readings, and all students must meet the deadlines for the discussion boards and assignments. As teams, you will also conduct your own group discussions and collaborative writing through the team discussion boards.

Please remember that the Discussion Board is reserved for meaningful classroom discussion. You will not receive credit for a post if you simply say, “I have nothing to add,” or “I have no questions,” or just a “yes” or “no” answer. Cite and refer back to your textbooks and weekly readings in your posts. Be sure to revise, edit, and proofread your responses before you post them. Each discussion board consists of (1) your post that must be at least 200 words long and (2) comments to at least two of your classmates’ posts with minimum of 50 words each. Also, you must respond to your classmates’ questions (of there are any) within your thread to create a meaningful conversation. Points earned will be based on the quality of your posts. Discussion topic/questions will be posted on Mondays.
Everyone in the class should post his/her response by Friday 11:59 p.m. (MST) and comment on the classmates’ posts by Sunday 11:59 p.m. (MST). Late posts will receive no credit.

The appropriate use of the Discussion Board includes conversations about topics related to this course. I reserve the right to delete any message that contains controversial or insulting language, is off topic, or violates the course netiquette.

**Course Email:** During the semester, we will be communicating with each other via e-mail. To be consistent and avoid confusion, we will use the Course Email, the messaging system within Blackboard. You will find this tool in the left sidebar. To send me and/or your classmates messages, please use Course Email. Only when it is an emergency and/or Blackboard is down and not working, should you contact me through the university’s emailing system at tzhyvotovska@miners.utep.edu. Check your Course Email in Blackboard on a daily basis.

For more strategies to communicate effectively online, please see UTEP Connect document “Communicating Effectively Online” posted in Syllabus folder in our Blackboard course shell.

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**Course 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 course interaction. You are expected to demonstrate the utmost respect and courtesy for your peers with 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, including online communication. 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 face-to-face 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 classmates and professor 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).

For the complete list of the course (n)etiquette policies, please see Netiquette Guide for Online Courses posted in Syllabus folder in our Blackboard course shell.

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**University and Program Policies**

**FYC Class Attendance Policy**

According to UTEP’s Curriculum and Classroom Policies:

The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course-drop deadline or with a grade of F after the course-drop deadline.

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

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

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

**For Face-to-Face classes**

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

After 2 total weeks of absence (not necessarily consecutive classes) the student’s grade is lowered by a full letter (A becomes B, etc.). After 3 total weeks of absence (not necessarily consecutive), the student is automatically dropped from class.

Missing a scheduled conference with the instructor constitutes an absence.
For Hybrid 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 and Support Services**

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.
Military Students

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

Important Dates for Fall 2020 Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Aug 24th</td>
<td>Fall classes begin</td>
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<tr>
<td>Aug 24-28th</td>
<td>Late Registration Period</td>
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<td>Sept 7th</td>
<td>Labor Day Holiday- University Closed</td>
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<tr>
<td>Sept 9th</td>
<td>Fall Census Day</td>
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<td>Note: This is the last day to register for classes.</td>
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<tr>
<td>Sept 21st</td>
<td>20th Class Day</td>
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<tr>
<td>Oct 22nd</td>
<td>Midterm Fall 2020 Grades Due</td>
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<tr>
<td>Oct 30th</td>
<td>Fall Drop/Withdrawal Deadline</td>
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<td>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.</td>
</tr>
<tr>
<td>Nov 13th</td>
<td>Deadline to submit candidates' names for commencement program</td>
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<tr>
<td>Nov 26-27th</td>
<td>Thanksgiving Holiday - University Closed</td>
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<tr>
<td>Dec 3rd</td>
<td>Fall - last day of classes</td>
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<tr>
<td>Dec 4th</td>
<td>Dead Day</td>
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<tr>
<td>Dec 7-11th</td>
<td>Fall Final Exams</td>
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<tr>
<td>Dec 16th</td>
<td>Grades are Due</td>
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<tr>
<td>Dec 17th</td>
<td>Grades are posted to student records; students are notified of grades and academic standing</td>
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Visit https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html for important dates.

Please make note of my email and reach out to me if you need to. I look forward to helping you become better writers this semester!
### Weekly Schedule  
(Subject to change)

**WIT** = *Writing in Transit* (textbook)  
**FYC Handbook** = *The First-Year Composition Handbook* (e-book)  
**BB** = Blackboard; **DBP** = Discussion Board Post

All course assignments will be submitted through Blackboard.  
**Deadlines:**  
**DBP** – due by Friday 11:59 p.m.; responses to classmates – due by Sunday 11:59 p.m. (MST)  
**Assignments/quizzes** – due by Sunday 11:59 p.m. (MST)

<table>
<thead>
<tr>
<th>Week/ Topic</th>
<th>Class Focus/Activities</th>
<th>Readings</th>
<th>DBP &amp; Assignments Due</th>
</tr>
</thead>
</table>
| Week 1  
(08/24-08/30)  
Introduction | - Class introduction  
- Syllabus review  
- E-Portfolio project introduction | • Read: WIT = Ch. 1: Writing Transfer  
• Read: FYC Handbook = Ch. 5: Introduction to RWS 1302 & Course Overview  
• Read: FYC Handbook = Assignment 1: Option A | - Syllabus Quiz  
(due 08/30)  
- DBP #1: Introductions (post due 08/28; responses due 08/30) |
| Week 2  
(08/31-09/06)  
Semester Topic & E-Portfolio | - Semester topic introduction & proposal  
- E-Portfolio shell | • Read: WIT = Ch. 2: Research and Writing as a Process  
• Read: Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard: [http://guides.library.harvard.edu/sixreadinghabits](http://guides.library.harvard.edu/sixreadinghabits) | - DBP #2: Semester Topic Discussion (post due 09/04; responses due 09/06)  
- Semester Topic Proposal (due 09/06)  
- E-Portfolio Shell (due 09/06) |
| Week 3  
(09/07-09/13)  
Genre Analysis | - Genre Analysis Assignment Introduction | • Read: WIT = Ch. 7: Analysis  
• Read: FYC Handbook = Ch. 5: Assignment 2, Overview & Guidelines; Writing the Genre Analysis | - Reading Quiz 1  
(due 09/13)  
- Genre Analysis Outline (due 09/13) |
| Week 4  | 09/14-09/20 | Genre Analysis Assignment | Read: Luders, M., Pritz, L., & Rasmussen, T. (2010), Emerging personal media genres. *New Media & Society, 12*(6), 947-963. | - Genre Analysis complete draft for peer-review |
| Week 5  | 09/21-09/27 | Genre Analysis: Peer Review & Revision | Read: Eli Review. Feedback and Revision. [http://elireview.com/content/td/feedbac k/](http://elireview.com/content/td/feedback/) | - Genre Analysis Final Paper (due 09/27) |
| Week 6  | 09/28-10/04 | Literature Review Assignment Introduction | Read: WIT = Ch. 3: Posing Meaningful Questions  
Read: FYC Handbook = Ch. 5, Assignment 3, Overview and Assignment Guidelines  
Stork, David. “How to Ask Good Questions.” TEDx. YouTube. 25 April 2013. 7 Nov. 2015. [https://www.youtube.com/watch?v=PkchStP6Ht0.](https://www.youtube.com/watch?v=PkchStP6Ht0) | - Reflection #1 (due 10/04)  
- DBP #3: Research Topic/Questions (post due 10/02; responses due 10/04) |
| Week 7  | 10/04-10/11 | Research Proposal  
Finding Sources and Determining Primary Research  
Primary Research Questions | Read: WIT = Ch. 4: Reading  
Read: Driscoll, Dana Lynn, and Allen Brizee. “Evaluating Sources: Overview.” The Purdue Online Writing Center. Purdue University. 22 Feb. 2013. Web. [https://owl.english.purdue.edu/owl/resource/553/01/](https://owl.english.purdue.edu/owl/resource/553/01/)  
Read: FYC Handbook= Ch. 3: Research, Information, Literacy, & Library  
Read: FYC Handbook= Ch. 5, Assignment 3, CAB | - Research Proposal & Research Questions (due 10/11) |
| Week 8  | 10/12-10/18 | Summary and Synthesis of Research | Read: WIT = Ch. 5 & 6: Summary and Synthesis  
Read: A Rhetorical Precis: [http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html](http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html) | - DBP #4: Summarizing and Synthesizing Sources (post due 10/16; responses due 10/18) |
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<tr>
<td><strong>Week 9</strong></td>
<td>Literature Review/Research Report</td>
<td>Literature Review/Research Report: Peer-Review &amp; Revision</td>
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<tr>
<td><strong>Week 10</strong></td>
<td>Literature Review/Research Report</td>
<td>Literature Review/Research Report: Peer-Review &amp; Revision</td>
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<tr>
<td><strong>Week 11</strong></td>
<td>Visual Argument Assignment Introduction</td>
<td>Visual Argument Assignment Introduction</td>
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<tr>
<td><strong>Week 12</strong></td>
<td>Advanced Visual Argument Outline Activities</td>
<td>Advanced Visual Argument Outline Activities</td>
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- **Choosing and Integrating Evidence.**


- **Read:** WIT = Ch. 11: Choosing and Integrating Evidence

- **Read:** FYC Handbook = Ch. 5, Assignment 3, Drafting and Putting Together the Lit. Review.

- **Read:** WIT = Ch. 12: Citing Resources

- **Read:** FYC Handbook = Ch. 3, Documentation Styles & APA

- **Read:** FYC Handbook = Ch. 2, Revision, Style, and Grammar

- Literature Review complete draft for peer-review

- **Week 12 (11/09-11/15) Visual Argument**

- **Read:** WIT = Ch. 8 Framing Arguments; Ch. 9: Constructing Arguments; Ch. 10: Designing Arguments: Formats and Modalities

- Advanced Visual Argument Outline Activities (due 11/15)
| Week 13  
(11/16-11/22)  
• Read: FYC Handbook = Ch. 5, Assignment 5, Advanced Visual Argument Presentation | - Reading Quiz 2 (due 11/22) |
| --- | --- | --- |
| Week 14  
(11/23-11/29)  
- Advanced Visual Argument Presentations (due 11/29) |
| Week 15  
(11/30-12/06)  
Visual Argument  
E-Portfolio | ▪ Advanced Visual Argument Reflection  
▪ E-Portfolio Website Project | • Read: FYC Handbook = Ch. 5, Assignment 1, Thinking about Design: Design Principles  
• Read: FYC Handbook = Ch. 5, Assignment 1, Option A, CV Page | - Reflection #3 (due 12/06) |
| Finals Week  
(12/07-12/11) | E-Portfolio | Revise/ Finalize E-Portfolio | E-Portfolio is DUE - Dec. 9 (Wednesday) |