

# Rhetoric and Writing Studies

RWS 1301

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Spring Term 2018 | The University of Texas at El Paso | Department of English

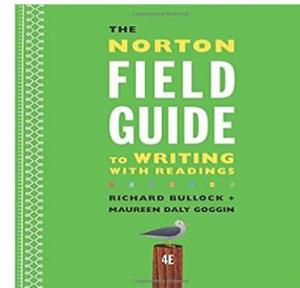
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<b>CRN:</b>	24433	<b>Instructor:</b>	Veronica R. Cruz
<b>Time/Days:</b>	MWF 7:30 am - 8:20 am	<b>Office:</b>	UTEP Writing Center room 227
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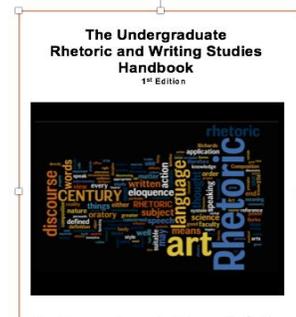
## Required Texts & Materials:

Bullock, R., Daly Goggin, M. (2016). The Norton Field Guide to Writing 4e with Readings EBook/Inquizitive Reg Card. ISBN: 978-0-393-57348-0.



Biswas, M. and Crnkovic Padon, D. eds. (2016). The Undergraduate Rhetoric and Writing Studies Handbook.

Please be certain to purchase the 1<sup>st</sup> edition of the Rhetoric and Writing Studies Handbook. (An e-book available through the bookstore or through the publisher Follet/VitalSource.



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## Additional Readings:

Additional readings will be posted on Blackboard or instructions will be provided for accessing them.

In the next section, I provide an overview of the course and what is to be expected of every student. Also, specific assignment guidelines can be found in the Handbook. I'll also post further instructions on our Blackboard course content.

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## **Course Description:**

The goal of RWS 1301 is to develop students' critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on an awareness of and appreciation for discourse communities as well as knowledge specific to subject matter, genre, rhetorical strategy, and writing process.

RWS 1301 is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. Through these assignments, you will learn how to write to explore, to inform, to analyze, and to convince/problem solve. This course offers you a curriculum that empowers you to determine the most effective rhetorical strategies, arrangements, and media to use in different rhetorical contexts.

It emphasizes the use of technology through a variety of assignments and activities. One important piece of technology utilized is the Blackboard system. Blackboard provides students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in Blackboard consistently as it is an integral part of the course.

Ultimately, this course is meant to teach you the skills necessary for RWS 1302. It is designed with four major types of writing in mind. These are: Writing to Explore, Writing to Explain, Writing to Analyze, and Writing to Convince/Solve Problems. Mastering all of these types of writing is necessary for success in RWS 1302 and beyond.

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## **Learning Outcomes:**

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

- Understand a theory of discourse communities.
  - Engage as a community of writers who dialogue across texts, argue, and build on each other's work.
  - Draw on existing knowledge bases to create "new" or "transformed" knowledge.
  - Develop a knowledge of genres as they are defined and stabilized within discourse communities.
  - Address the specific, immediate rhetorical situations of individual communicative acts.
  - Develop procedural knowledge of the writing task in its various phases.
  - Engage reflection about their own learning.
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## Course Policies

**Attendance:** According to The University of Texas at El Paso’s catalog: “The student is expected to attend all classes and laboratory sessions and attendance is mandatory for all freshman-level courses (1XXX). 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 and with a grade of F after the course drop deadline.”

**(For further information regarding excused absences for university-recognized activities, absences for religious holy days, and military leave refer to UTEP’s Catalog Curriculum and Classroom Policies: <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>).**

Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help you learn to improve your writing, often through the discussion of a sample student project (sometimes yours, sometimes one written by a classmate). This is part of the work of the course. Thus, you need to be in class on time and with the books and your work in front of you to complete successfully your composition courses.

**Communication:** All students are encouraged to make use of my posted office hours, to make arrangements to meet with me during the semester, and to ask questions and raise issues related to the course in person and through email. If you are starting to slip behind or are having problems understanding course material, please contact me so we can work together toward your success. I will post general announcements to the Blackboard, and I may also send updates or let you know of class cancellations, if necessary, via email.

**University Writing Center (UWC):** 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. Note: To facilitate revision, UWC tutors will not hold a tutoring session fewer than 12 hours before the assignment is due. In other words, if a paper needs to be revised, please visit the UWC no fewer than 12 hours before the assignment is due.

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## Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of academic dishonesty is subject to discipline. 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. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at [www.utep.edu/dos](http://www.utep.edu/dos), may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. (<http://academics.utep.edu/Default.aspx?tabid=54418>)

**Copyright and Fair Use:** The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

**Group Assignments:** Group work is a common practice with academic and workplace projects. Group assignments are valuable because they help students work together for a common goal. Students who are not doing their group work can be voted off of their groups and will have to complete the project on their own.

**ADA:** The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or [cass@utep.edu](mailto:cass@utep.edu).

The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

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## **Technology and RWS 1301**

This course makes heavy use of technology and multimedia. It is strongly recommended that students have access to the Internet from home and are comfortable using a computer. If a student does not have access, he/she can get free access through the university.

If home access is not possible, arrangements can be made to use a computer regularly on campus in order to complete the work. Student computer labs such as ATLAS (<http://issweb.utep.edu/>) are often available until midnight, but schedules do vary. A great deal of work will be done online, and not having access to a computer will not be an excuse for incomplete or late assignments.

Technology problems are also not an excuse for work that is late or missing. Students need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with technology problems. Expect that at some time, the network will be down, computers will go on the fritz, or some other small catastrophe will occur. If students are prepared ahead of time, they can go to plan B.

**Instructions for Accessing Your Course Online:** Students must have a UTEP email ID and password before they can access Blackboard. UTEP automatically generates an e-mail ID for students when they are entered into the system. Any questions or problems can be directed to the **Helpdesk at 747-5257**.

**All the course content will be delivered via Blackboard (F2F). Students can access Blackboard by the steps outlined below:**

- Go to <http://my.utep.edu>
- Login is e-mail ID. Password is e-mail password.
- Click on the link to Blackboard
- Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.
- Click on the course title to access the course.

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### **Classroom Etiquette:**

- No checking email, typing assignments, or surfing the web during class.
- Absolutely no using the printer after class has started. It can be difficult to hear in this room; the printer only makes it that much worse.
- Absolutely no food or drinks in this classroom.
- Turn off cell phone ringers, and please do not text message or listen to iPods/MP3 players during class.

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### **Online Netiquette**

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
  - Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
  - When reacting to someone else's message, address the ideas, not the person. 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 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).
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## Submitting Work

Since we are in a computer classroom, all work will be submitted via our course shell on Blackboard unless otherwise noted. All major assignments will be due by Sundays at 11:59 p.m. All reflection blogs will be due by Mondays at 11:59 p.m. All assigned readings are to be done before our class meeting time. More details about the assignments will be posted on Blackboard.

You will need pen and paper, and the textbook in class every day. If you fail to bring a print copy or have access to a digital copy of the textbook, you will be asked to leave class and be marked as absent. I recommend that you bring an external drive or use either Google Docs or Dropbox to save work – or subscribe to any other online data saving site to save work.

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## Late Work

- Students who fail to submit assignments on time do not receive feedback on performance. Therefore, it is important to submit work before deadlines for full credit and feedback.
  - Late work *will not* be accepted.
  - Major projects will be due on Sundays at 11:59 p.m., and blogs due Mondays at 11:59 p.m.
  - However, if there is an extenuating circumstance that is preventing you from submitting work on time, please notify me in person or via email well before the due date. Otherwise, any assignment submitted late will not be accepted.
  - Be sure to submit all major assignments *on time* in order to pass this class.
  - Failure to submit more than two assignments on time may result in failure for this section.
  - In-class work cannot be “made” up.
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## Grades

Grades reflect my best and fairest judgment of the overall quality of your work; taking into account how well it fulfills the assignment and its purpose, how focused and organized it is, how well it uses evidence and cites sources, how well it communicates with an audience, and to what extent it engages the reader’s intellect, imagination, and understanding. Aspects such as tone and style will contribute to the success of a text, as well as its readability, which includes grammatical correctness and formatting.

The grading scale is based on a 1000-point scale:

<u>Points</u>	<u>Letter Grade</u>
1000-900	A
899-800	B
799-700	C
699-600	D
<599	F

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## Assignments

E-Portfolio Website	100
Discourse Community	100
Rhetorical Analysis	100
Annotated Bibliography	100
Community Problem Report	100
Visual Argument	150
Visual Presentation	50
InQuizitive/Norton Program	100
Participation	200

**TOTAL= 1000 pts.**

(This syllabus only provides an overview of assignments for the class – specific assignment sheets will be discussed in class and posted on Blackboard.)

### **Assignment #1 E-portfolio Website assignment (100 points)**

Maintain a reflection blog  
Developing an E-Portfolio

### **Assignment #2: Discourse Community (100 points)**

Group Discourse Community assignment

### **Assignment #3: Semester Topic Proposal Memo (as part of the participation points)**

Choosing a Topic for the Semester  
Writing Reflection & Self-Evaluation Memo

### **Assignment #4: Rhetorical Analysis (100 points)**

Option 1: Textual/Rhetorical Analysis and Visual Analysis assignments (two separate assignments, 50 pts each)  
Option 2: Website Analysis paper (both text and visual in one assignment, 100 points)  
Option 3: Website Analysis presentation & response (both text and visual in one assignment, 100 points)

### **Assignment #5 Annotated Bibliography (100 points)**

### **Assignment #6 Community Problem Report (100 pts).**

Option 1: Community Problem Report  
Option 2: Community Problem Report Presentation & response

### **Assignment #7 Visual Argument: (150 points)**

Option 1: Brochure  
Option 2: Poster Series  
Option 3: Public Service Announcement

### **Visual Argument Presentation: (50 points)**

### **Participation in Class: In-class and online. (200 points)**

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## Project Format

All projects must be word-processed using Microsoft Word--12 pt. font, one-inch margins, and double-spaced. Microsoft Word is available to students at all campus computers and can be purchased at the UTEP Bookstore using a current UTEP ID card at discount. Students may also go to [openoffice.org](http://openoffice.org) and download a free and compatible version of Word/Office--12 pt. font, one-inch margins, and double-spaced. Use a font style that is easily readable like Times New Roman, Arial, or Georgia.

Be sure to save each submitted assignment with your first initial, last name, underscore, and an abbreviation of the assignment.

For example:  
JMartinez\_CPR

**Students may receive a zero for that assignment if it is not submitted correctly or to the correct assignment space in Blackboard.**

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## Instructor Policies

- Disruptive behavior is NOT ALLOWED. If I see any disruptive behavior, I will ask you to leave the classroom and you will be marked as absent.
  - Do not submit your assignments via email; they will NOT be graded. If you absolutely need to email me your assignments, please get my permission first.
  - All major assignments will be submitted through Blackboard on Sundays by 11:59 p.m. **Late work will not be accepted.** Blogs are due via Blackboard on Mondays by 11:59 p.m.
  - If there are technological issues with Blackboard, WAIT until Blackboard is up before submitting your assignment. Your assignment will not be counted as late if it is a system-wide problem.
  - All students are expected to participate in peer review workshops.
  - All readings are due before the start of class. If you are unprepared to discuss the readings in class, you will be asked to leave the classroom and will be marked as absent.
  - All assignments, unless otherwise noted, are to be submitted as a Word or PDF document – NOT as a .pages format.
  - On average, assignments will be graded within two weeks of the due date.
  - I will send out an announcement via Blackboard if there are any changes to the calendar or class.
  - I recommend checking Blackboard and your UTEP email (or preferred email) account daily.
  - Students are allowed four (4) absences throughout the semester. Exceeding four absences will lead to a risk of automatic failure in this class.
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## Important Dates for this Semester

<b>January 15</b>	Dr. Martin Luther King, Jr. Holiday – University Closed
<b>January 16</b>	Spring Classes Begin
<b>January 16-19</b>	Late Registration
<b>January 31</b>	Spring Census Day
<b>March 12-16</b>	Spring Break
<b>March 29</b>	Spring Drop/Withdrawal Deadline
<b>March 30</b>	Cesar Chavez Holiday/Spring Study Day – no classes
<b>May 3</b>	Spring – last day of classes
<b>May 4</b>	Dead Day
<b>May 7-11</b>	Final Exams
<b>May 12</b>	Spring Commencement

## Final Notes

To receive an “A,” you will need to:

- Complete all 6 assignments and 7 reflection blogs.
- Participate wholeheartedly in class discussions, and come prepared for all presentations.
- Miss no more than 4 class sessions.

To receive a “B,” you will need to:

- Complete 5 of the 6 assignments and 6 of the 7 reflection blogs.
- Participate wholeheartedly in class discussions, and can miss one presentation.
- Miss no more than 5 class sessions.

To receive a “C,” you will need to:

- Complete 4 of the 6 assignments and 5 of the 7 reflection blogs.
- Participate wholeheartedly in class discussions, and can miss two presentations.
- Miss no more than 6 class sessions.

“D” or “F” grades will be the result of missed assignments (3 or more), missed reflection blogs (4 or more), refusal to participate in class discussions, refusal to participate in presentations, extensive absences, and/or less than acceptable work.

**Nevertheless, please make note of office hours and email, and reach out to me if you need to. I look forward to helping you become better writers this semester!**

## WEEKLY CLASS SCHEDULE

\*\*\*Note: This calendar is subject to change. Bb=Blackboard; NFG=Norton Field Guide; HB=The Undergraduate Rhetoric and Writing Studies Handbook.

\*\*\*Note: All Assignments are DUE on/by: **Sundays at 11:59 PM**. Blogs are DUE on/by: **Mondays at 11:59 PM**.

WEEK/TOPIC	MONDAY	WEDNESDAY	FRIDAY	DUE
<b>WEEK 1:</b>  <b>INTRODUCTIONS</b>	<u>JAN. 15:</u>  <b>Dr. Martin Luther King's Birthday</b>  <b>NO CLASS</b>	<u>JAN. 17:</u> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review Syllabus</li> <li>• Introduce E-Portfolio Finals Project</li> <li>• Introduce Semester Topics</li> </ul>	<u>JAN. 19:</u> <ul style="list-style-type: none"> <li>• READ: "Shitty First Drafts"</li> <li>• READ: "Why is Academic Writing So Academic"</li> <li>• READ: "Writing for College"</li> <li>• READ: Boyle "Something Like a Reading Ethics"</li> <li>• YouTube Video: "Why is Writing Important?"</li> </ul>	<b>E-PORTFOLIO LINK VIA EMAIL</b>  <b>DUE: 01/21/18</b> <hr/> <b>REFLECTION BLOG 1</b>  <b>DUE: 01/22/18</b>
<b>WEEK 2:</b>  <b>DISCOURSE COMMUNITY</b>	<u>JAN. 22:</u> <ul style="list-style-type: none"> <li>• READ: Swales, J. "The Concept of Discourse Community."</li> <li>• READ: Assn. 2 – on BB</li> <li>• Introduce Discourse Community Assignment</li> </ul>	<u>JAN. 24:</u> <ul style="list-style-type: none"> <li>• READ: "What Makes Good Writing?"</li> <li>• READ: "The Writing Process"</li> <li>• READ: NFG, Ch. 26</li> <li>• YouTube Video: Discourse Communities</li> </ul>	<u>JAN. 26:</u> <ul style="list-style-type: none"> <li>• YouTube Video: "The Meaning of TEAM"</li> <li>• YouTube Video: "The POWER of a TEAM"</li> <li>• Discourse Community Workshop</li> </ul>	<b>RWS 1301 SYLLABUS QUIZ</b>  <b>DUE: 01/28/18</b>

<p><b>WEEK 3:</b></p> <p><b>DISCOURSE COMMUNITY</b></p>	<p><u>JAN. 29:</u></p> <ul style="list-style-type: none"> <li>• Introduce Semester Topic Proposal Memo and Conference</li> <li>• Discourse Community Workshop</li> </ul>	<p><u>JAN. 31:</u></p> <ul style="list-style-type: none"> <li>• Discourse Community Workshop</li> </ul>	<p><u>FEB. 2:</u></p> <ul style="list-style-type: none"> <li>• Discourse Community Presentations</li> </ul>	<p><b>DISCOURSE COMMUNITY – FINAL DRAFT</b></p> <p><b>DUE: 02/04/18</b></p> <hr/> <p><b>REFLECTION BLOG 2</b></p> <p><b>DUE: 02/05/18</b></p>
<p><b>WEEK 4:</b></p> <p><b>SEMESTER TOPIC</b></p>	<p><u>FEB. 5:</u></p> <ul style="list-style-type: none"> <li>• Discourse Community Presentations</li> </ul>	<p><u>FEB. 7:</u></p> <ul style="list-style-type: none"> <li>• Semester Topic Proposal Workshop</li> </ul>	<p><u>FEB. 9:</u></p> <ul style="list-style-type: none"> <li>• Semester Topic Proposal Conference</li> </ul>	<p><b>SEMESTER TOPIC PROPOSAL CONFERENCE – IN CLASS</b></p>
<p><b>WEEK 5:</b></p> <p><b>RHETORICAL/ MEDIA ANALYSIS</b></p>	<p><u>FEB. 12:</u></p> <ul style="list-style-type: none"> <li>• Discuss Rhetorical Analysis</li> <li>• READ: Assn. 3 – on BB</li> <li>• Introduce Media Analysis Assignment</li> <li>• READ: Bitzer “The Rhetorical Situation”</li> </ul>	<p><u>FEB. 14:</u></p> <ul style="list-style-type: none"> <li>• READ: “How to Write”</li> <li>• READ: NFG, Chs. 5, 6, 7, &amp; 8</li> <li>• READ: Booth “Rhetorical Stances”</li> </ul>	<p><u>FEB. 16:</u></p> <ul style="list-style-type: none"> <li>• Media Analysis Workshop</li> </ul>	
<p><b>WEEK 6:</b></p> <p><b>APA/ PLAGIARISM</b></p>	<p><u>FEB. 19:</u></p> <ul style="list-style-type: none"> <li>• Discuss Visual Rhetoric</li> </ul>	<p><u>FEB. 21:</u></p> <ul style="list-style-type: none"> <li>• NBC Learn: “The Decline of Grammar”</li> <li>• READ: NFG, Chs. 49, 50, &amp; 53</li> <li>• Discuss Grammar</li> </ul>	<p><u>FEB. 23:</u></p> <ul style="list-style-type: none"> <li>• Media Analysis Workshop</li> </ul>	<p><b>MEDIA ANALYSIS – FINAL DRAFT</b></p> <p><b>DUE: 02/25/18</b></p> <hr/> <p><b>REFLECTION BLOG 3</b></p> <p><b>DUE: 02/26/18</b></p>

<p><b>WEEK 7:</b></p> <p><b>MEDIA ANALYSIS PRESENTATIONS</b></p>	<p><u>FEB. 26:</u></p> <ul style="list-style-type: none"> <li>Media Analysis Presentations</li> </ul>	<p><u>FEB. 28:</u></p> <ul style="list-style-type: none"> <li>Media Analysis Presentations</li> </ul>	<p><u>MAR. 2:</u></p> <ul style="list-style-type: none"> <li>Media Analysis Presentations</li> </ul>	
<p><b>WEEK 8:</b></p> <p><b>ANNOTATED BIB/ RESEARCH</b></p>	<p><u>MAR. 5:</u></p> <ul style="list-style-type: none"> <li>READ: NFG Ch. 15 – on BB</li> <li>READ: Assn. 4 – on BB</li> <li>Introduce Annotated Bibliography Assignment</li> </ul>	<p><u>MAR. 7:</u></p> <p><b>LIBRARY/RESEARCH DAY</b></p>	<p><u>MAR. 9:</u></p> <ul style="list-style-type: none"> <li>YouTube Video: How to Write an Annotated Bibliography</li> <li>Exercise: Annotated Bibliography</li> <li>Annotated Bibliography Workshop</li> </ul>	
<p><b>WEEK 9:</b></p> <p><b>SPRING BREAK/ ANNOTATED BIB</b></p>	<p><u>MAR. 12:</u></p> <ul style="list-style-type: none"> <li>Spring Break</li> </ul>	<p><u>MAR. 14:</u></p> <ul style="list-style-type: none"> <li>Spring Break</li> </ul>	<p><u>MAR. 16:</u></p> <ul style="list-style-type: none"> <li>Spring Break</li> </ul>	<p><b>ANNOTATED BIBLIOGRAPHY – FINAL DRAFT</b></p> <p><b>DUE: 03/18/18</b></p> <hr/> <p><b>REFLECTION BLOG 4</b></p> <p><b>DUE: 03/19/18</b></p>
<p><b>WEEK 10:</b></p> <p><b>COMMUNITY PROBLEM REPORT</b></p>	<p><u>MAR. 19:</u></p> <ul style="list-style-type: none"> <li>READ: Assign. 5 – on BB</li> <li>Introduce Community Problem Report Assignment</li> </ul>	<p><u>MAR. 21:</u></p> <ul style="list-style-type: none"> <li>RWS Debate</li> </ul>	<p><u>MAR. 23:</u></p> <ul style="list-style-type: none"> <li>Community Problem Report Workshop</li> </ul>	
<p><b>WEEK 11:</b></p> <p><b>COMMUNITY PROBLEM REPORT</b></p>	<p><u>MAR. 26:</u></p> <ul style="list-style-type: none"> <li>Community Problem Report Workshop</li> </ul>	<p><u>MAR. 28:</u></p> <ul style="list-style-type: none"> <li>Community Problem Report Workshop</li> </ul>	<p><u>MAR. 30:</u></p> <p><b>Cesar Chavez Day/Spring Study Day</b></p> <p><b>NO CLASS</b></p>	<p><b>(MAR. 29 – COURSE DROP DEADLINE)</b></p>

<p><b>WEEK 12:</b></p> <p><b>COMMUNITY PROBLEM REPORT PRESENTATIONS</b></p>	<p><u>APR. 2:</u></p> <ul style="list-style-type: none"> <li>Community Problem Report Presentations</li> </ul>	<p><u>APR. 4:</u></p> <ul style="list-style-type: none"> <li>Community Problem Report Presentations</li> </ul>	<p><u>APR. 6:</u></p> <ul style="list-style-type: none"> <li>Community Problem Report Presentations</li> </ul>	<p><b>COMMUNITY PROBLEM REPORT – FINAL DRAFT</b></p> <p><b>DUE: 04/08/18</b></p> <hr/> <p><b>REFLECTION BLOG 5</b></p> <p><b>DUE: 04/09/18</b></p>
<p><b>WEEK 13:</b></p> <p><b>VISUAL ARGUMENT</b></p>	<p><u>APR. 9:</u></p> <ul style="list-style-type: none"> <li>READ: Assn. 7 – on BB</li> <li>Introduce Visual Argument: PSA Assignment</li> </ul>	<p><u>APR. 11:</u></p> <ul style="list-style-type: none"> <li>iMovie Workshop</li> </ul>	<p><u>APR. 13:</u></p> <ul style="list-style-type: none"> <li>YouTube Video: Same Scene 5 Ways</li> <li>PSA Workshop</li> </ul>	<p><b>REFLECTION BLOG 6</b></p> <p><b>DUE: 04/16/18</b></p>
<p><b>WEEK 14:</b></p> <p><b>VISUAL ARGUMENT</b></p>	<p><u>APR. 16:</u></p> <ul style="list-style-type: none"> <li>PSA Workshop</li> </ul>	<p><u>APR. 18:</u></p> <ul style="list-style-type: none"> <li>PSA Workshop</li> </ul>	<p><u>APR. 20:</u></p> <ul style="list-style-type: none"> <li>PSA Workshop</li> </ul>	<p><b>VISUAL ARGUMENT – FINAL DRAFT</b></p> <p><b>DUE: 04/22/18</b></p> <hr/> <p><b>REFLECTION BLOG 7</b></p> <p><b>DUE: 04/23/18</b></p>
<p><b>WEEK 15:</b></p> <p><b>VISUAL ARGUMENT PRESENTATIONS</b></p>	<p><u>APR. 23:</u></p> <ul style="list-style-type: none"> <li>PSA Presentations</li> </ul>	<p><u>APR. 25:</u></p> <ul style="list-style-type: none"> <li>PSA Presentations</li> </ul>	<p><u>APR. 27:</u></p> <ul style="list-style-type: none"> <li>PSA Presentations</li> </ul>	

<p><b>WEEK 16:</b></p> <p><b>WORKSHOPS</b></p>	<p><u>APR. 30:</u></p> <ul style="list-style-type: none"> <li>E-Portfolio Workshop</li> </ul>	<p><u>MAY. 2:</u></p> <ul style="list-style-type: none"> <li>E-Portfolio Workshop</li> </ul> <p><b>LAST DAY OF CLASS</b></p>	<p><u>MAY. 4:</u></p> <p><b>DEAD DAY NO CLASS</b></p>	
<p><b>WEEK 17:</b></p> <p><b>FINALS</b></p>	<p><u>MAY. 7:</u></p>	<p><u>MAY. 9:</u></p>	<p><u>MAY. 11:</u></p>	<p><b>E-PORTFOLIO</b></p> <p><b>DUE: FRIDAY (May 11)</b></p> <hr/> <p><b>May. 7-11</b></p> <p><b>FINALS WEEK</b></p>