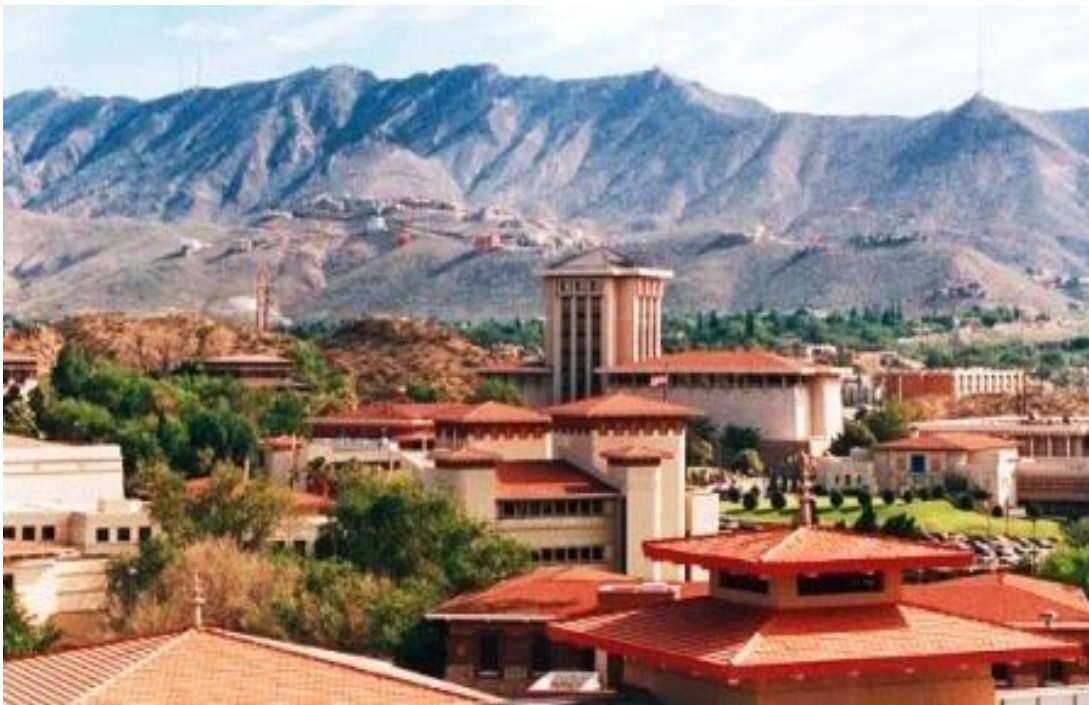




# **Rhetoric and Writing Studies**

**RWS 1301**



## **Course Syllabus/Calendar**

**Spring Term 2019 | The University of Texas at El Paso | Department of English**

## Instructor/Course Information

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**Instructor:**  
Veronica Cruz

**Email:**  
vrcruz@miners.utep.edu

**Class Time/Days/Location:**  
TR 9:00-10:20 AM; UGLC 234

**Office:**  
UTEP Writing Center room 227

**Office hours:**  
TR 10:30-11:30 AM and by appointment

**CRN:**  
26231

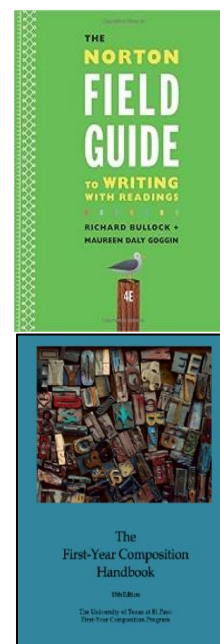
## Required Texts & Materials

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Bullock, R., Daly Goggin, M. (2016). The Norton Field Guide to Writing with Readings (Fourth Edition)

Fourzan, J. (2018). The first-year composition handbook, 18<sup>th</sup> ed. ISBN: 978-0-692-75953-0

*(An e-book is available through the bookstore or through the publisher Follet/VitalSource.)*



## Additional Readings

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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.

## Course Description

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The goal of RWS 1301 is to develop students' critical thinking skills in order to facilitate effective communication in educational, professional, and social contexts. 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.

It is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. 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 this course.

Ultimately, this course is also designed to promote your overall success, inside and outside the classroom. Our coursework will help you to improve in key areas such as Communication, Confidence, Critical Thinking, Leadership, Problem Solving, Social Responsibility, and Teamwork. To find out more about the university's plan to improve student engagement and learning, visit the [UTEP Edge](#).

## Learning Outcomes

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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.

## Course Policies

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**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.” **(For further information regarding excused absences refer to UTEP’s Catalog Curriculum and Classroom Policies. You 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)).**

Since this class meets two times a week, you are allowed four (4) absences. If you are absent from more than four classes, you will be at risk of failing this class. Missing a scheduled conference with the instructor constitutes an absence.

**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, I encourage you to visit the writing center at least 12 hours before the assignment is due.

Online tutoring is also available at <http://academics.utep.edu/writingcenter>.

**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.

**Student Support Services Program (SSSP):** UTEP’s SSSP is designed to assist and encourage incoming first-generation college students all throughout their academic career up until graduation. If you are a first-generation college student and this is your first semester, I highly recommend visiting the Student Support Services Program and applying to the program. This program offers services and workshops to help you gain a more successful academic experience.

## Academic Integrity

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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 Dean of Students](#) page for more information on Academic integrity.

**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. Your success in this class is important. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course.

I also encourage you to visit the [Center for Accommodations and Support Services \(CASS\)](#) in room 106, Union East Building or contact them at 747-5148 or [cass@utep.edu](mailto:cass@utep.edu). If you need official accommodations, you have a right to have these met.

There are also a range of resources on campus, including the Writing Center, Counseling Center, Military Student Success Center, Student Support Services Program, and Academic Advising Center.

## Technology and RWS 1301

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This course uses extensively the online learning platform Blackboard. All of the supplementary material for the class will be delivered via Blackboard. It is strongly recommended that you have access to the Internet from home and are comfortable using a computer. 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 (<https://www.utep.edu/irp/technologysupport/>)

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 affect your ability to turn in assignments on time.

**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.

## Online Netiquette

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- Electronic devices can be very helpful in the classroom whether a smartphone, tablet, or computer. However, if their use does not contribute to the conversation or tasks in the classroom then I have the right to ask you to put it away or turn it off, even if it is a personal device.
- Debate, critical inquiry, and intellectual diversity are essential elements to higher education and a process of learning. There is the potential during this course for controversial and sensitive topics to be discussed during small group or whole class interaction, and to surface through our social media activity. 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 tolerated.
- As a general rule: always consider audience, in class and online. Remember that members of the class and the instructor will be reading any 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 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).

## Submitting Work

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All major assignments will be due on **Tuesdays by 8:59 am**. All blogs will be due on **Thursdays by 8:59 am**. All work must be submitted to pass this class – **no exceptions!**

All work will be submitted through our Blackboard (Bb) course shell. Since Bb comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA format unless directed otherwise. Microsoft Word is available to students at all campus computers and through the Cloud.

I recommend you bring an external drive or use either Office 365, Google Docs, or Dropbox to save work.

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

Examples:

JMartinez\_DCE

JMartinez\_RA

JMartinez\_AB

JMartinez\_GIR

JMartinez\_PSA

**Students will receive a zero for an assignment if it is not submitted correctly or to the correct assignment space in Blackboard. Simply, if you want your paper graded, be sure to save it accordingly.**



## Late Work

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- Major assignments will be due on Tuesdays at 8:59 a.m.
- Major assignments submitted before deadlines will receive full credit and feedback.
- Major assignments submitted at or after the start of class (9:00 am) will be considered late. Late assignments will not receive feedback and will receive one letter grade deduction.
- You do have a 24-hour window to submit your late assignments (from 9:00 am Tuesdays – 8:59 am Wednesdays); again, submitting your assignments late will result in one letter grade deduction and no feedback.
- **Late work submitted after the 24-hour window *will not* be accepted.** If you are dealing with a technological issue, please make sure to visit any computer lab on campus: LACIT Lab (Liberal Arts 4<sup>th</sup> Floor); Cyber Café (Union East, rm 204); and UTEP Library.
- 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. I will work with you. Otherwise, any assignment submitted late without notifying me of any extenuating circumstance will be subjected to one letter grade deduction and no feedback (within the 24-hour window), or will not be accepted at all (after the 24-hour window).
- Again, be sure to submit all major assignments ***on time*** in order to pass this class.
- Failure to submit more than one assignment on time may result in failure for this section.

## Grades

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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

## Assignments

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Preprofessional E-Portfolio	100
Discourse Community Ethnography	100
Rhetorical Analysis	100
Annotated Bibliography	150
Global Issues Report	150
Visual Argument	200
Reflection Blogs	50
Participation	85
Extra Credit	65

**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: Preprofessional E-portfolio Website (100 points)**

Students will create, design, and maintain a preprofessional website suited for blogging their learning experiences throughout the process of each assignment. The website must be focused on this course and the topic chosen from their semester’s work and research.

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

Students will work in groups to investigate what makes an organization or major a discourse community.

### **Assignment #3: Semester Topic Proposal Memo (as part of the participation points (15 points))**

This assignment is for participation. Students must choose a semester topic and write a brief memo, which will be addressed to me, about what their topic is and why they chose it. The topic must be a current social, political, or ethical issue.

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

After choosing a semester topic, students will conduct a rhetorical analysis on a website source that pertains to their topic.

**Assignment #5: Annotated Bibliography (150 points)**

Students must come up with four research questions that will help them narrow their research. The research questions will then guide students to find 8-10 sources about their topic. For each source, students will then write a summary and explanation on how they plan to use the source.

**Assignment #6: Global Issues Report (150 pts).**

Following the sources collected from the Annotated Bibliography, students will then write a Global Issues Report that focuses on the current social, political, or ethical issue. Students must also summarize and synthesize the arguments and ideas of the research sources. This assignment will be paired with the Visual Argument PSA assignment.

**Assignment #7: Visual Argument (200 points)**

Students will plan, write, film, and edit a Public Service Announcement (PSA) film that advocates a position on a current issue. Students can use any film editing software (i.e., iMovie, Movie Maker, etc.) for this project. The video must be uploaded YouTube, and the link copied and pasted on a Word Document to be submitted on Bb. Students are also expected to present their video to the class. This assignment will be paired with the Global Issues Report.

**Reflection Blogs (50 points)**

The reflection blogs in this course are assignment reflection blogs. As soon as a major assignment is completed and submitted on Bb, students are expected to write a short reflection on the assignment they completed. At the end of the course, there should be five reflections for each of the major assignment (not counting the Pre-Professional E-Portfolio assignment). These blogs must be submitted on Bb for full credit and uploaded to the E-Portfolio.

**Participation (85 points)**

In this course, you are expected to participate in the following: class discussions (individual and group discussions), discussion posts, assignment workshops, library workshop, iMovie workshop, and semester topic memo.

**Extra Credit (65 points)**

Students can accumulate no more than 65 points of extra credit. To earn extra credit, students would need to complete any of the following:

- Pass the RWS 1301 Syllabus Quiz with a 95 or above. The quiz is only available for the first two weeks of the semester. (10 points)
- Assignments proofread by a consultant at the University Writing Center, and/or the Miner Athlete Academic Center (MAAC), or by the Student Support Services Program (SSSP). **Be sure to ask for proof of visit!** (5 points per proof will be added to an assignment)
- Visit software workshops (preferably iMovie workshops) organized by UTEP's Technology Support Center. For information on their calendar of workshops, click [here](#).

**Be sure to get proof of visit!** Any proof you get (a picture of the PowerPoint or attendance sheet with your name on it) can be emailed to me. Or you can ask the organizer to email me directly to acknowledge your presence throughout the workshop.  
(3 points per proof)

- Assessments on Blackboard. There are five assessments, and each assessment is worth 10 points if students get a grade of 90 or above (again, on each assessment). Grades between 80-89 will be worth 5 points each. Extra credit will not be given for grades 79 and below.  
(25-50 points)

## Instructor Policies

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- Disruptive behavior is NOT ALLOWED.
- 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 **Tuesdays by 8:59 a.m.** Assignments submitted on time will receive feedback.
- All reflection blogs will be submitted on **Thursdays by 8:59 a.m.**
- Any major assignment will be considered late if submitted within the 24-hour window after the required due date. Any major assignment that is late will not receive feedback, and will receive one letter grade deduction.
- **Late work submitted after the 24-hour window will not be accepted.**
- 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 readings must be completed **before** the start of class. Readings will be discussed and all students must post a summary and synthesis of the readings during class.
- All assignments, unless otherwise noted, are to be submitted as a Word document – **NOT** as a PDF or *.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.
- Lack of submitting assignments and participation could result in receiving a failing grade in this course. Please contact me immediately if you are having issues submitting required assignments and blogs and/or participating.

## Important Dates for This Semester

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<b>January 21</b>	Dr. Martin Luther King Jr. Holiday – University Closed
<b>January 22</b>	First Day of Class
<b>January 22-25</b>	Late Registration
<b>February 6</b>	Spring Census Day
<b>March 18-22</b>	Spring Break
<b>March 29</b>	Cesar Chavez Holiday – University Closed
<b>April 5</b>	Spring Drop/Withdrawal Deadline
<b>April 19</b>	Spring Study Day – University Closed
<b>May 9</b>	Last day of classes
<b>May 10</b>	Dead Day
<b>May 13-17</b>	Final Exams
<b>May 18</b>	Spring Commencement

**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 CALENDAR

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

\*\*\*Note: All Assignments are DUE on/by: **Tuesdays at 8:59 AM.**  
All Blogs are DUE on/by: **Thursdays by 8:59 AM.**

WEEK/TOPIC	TUESDAY	THURSDAY	DUE
<b>WEEK 1:</b>  <b>CLASS INTRODUCTIONS</b>	<u>JAN. 22:</u> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review Syllabus</li> <li>• Review Blackboard</li> <li>• Introduce Semester Topics</li> <li>• Introduce E-Portfolio Finals Project</li> </ul>	<u>JAN. 24:</u> <ul style="list-style-type: none"> <li>• READ: "Something Like a Reading Ethics"</li> <li>• READ: Lamott "Shitty First Drafts"</li> <li>• DP: "Shitty First Drafts"</li> <li>• YouTube: "Why is Writing Important?"</li> <li>• E-Portfolio Workshop</li> <li>• SUGGESTED READ: NFG, Ch. 2</li> </ul>	<b>E-PORTFOLIO LINK VIA EMAIL</b>  <b>DUE: 01/29/19</b>
<b>WEEK 2:</b>  <b>DISCOURSE COMMUNITY ETHNOGRAPHY/ SEMESTER TOPIC PROPOSAL</b>	<u>JAN. 29:</u> <ul style="list-style-type: none"> <li>• READ: Carabelli "What is Rhetoric?"</li> <li>• READ: Swales "The Concept of Discourse Community"</li> <li>• DP: Discourse Community and Rhetoric</li> <li>• Discuss Rhetoric</li> <li>• Introduce Semester Topic Proposal Memo</li> </ul>	<u>JAN. 31:</u> <ul style="list-style-type: none"> <li>• Introduce Discourse Community Ethnography Assignment</li> <li>• Workshop: Discourse Community Ethnography</li> </ul>	<b>SEMESTER TOPIC PROPOSAL MEMO</b>  <b>DUE: 02/05/19</b> <hr/> <b>RWS 1301 SYLLABUS QUIZ</b>  <b>DUE: 02/03/19</b>

<p><b>WEEK 3:</b></p> <p><b>DISCOURSE COMMUNITY ETHNOGRAPHY</b></p>	<p><u>FEB. 5:</u></p> <ul style="list-style-type: none"> <li>• READ: NFG, Chs. 5, 6, &amp; 7</li> <li>• DP: NFG</li> <li>• Discuss Purpose, Audience, &amp; Genres</li> <li>• YouTube: Discourse Communities</li> <li>• YouTube: The POWER of a TEAM”</li> <li>• “Lost at Sea” Exercise</li> </ul>	<p><u>FEB. 7:</u></p> <ul style="list-style-type: none"> <li>• READ: “What Makes Good Writing?”</li> <li>• READ: “The Writing Process”</li> <li>• DP: Writing Process</li> <li>• SUGGESTED READ: NFG, Ch. 26</li> <li>• Discourse Community Ethnography Workshop</li> </ul>	
<p><b>WEEK 4:</b></p> <p><b>DISCOURSE COMMUNITY ETHNOGRAPHY</b></p>	<p><u>FEB. 12:</u></p> <ul style="list-style-type: none"> <li>• READ: White “My Five-Paragraph-Theme Theme”</li> <li>• DP: “Five-Paragraph-Theme Theme”</li> <li>• Discourse Community Ethnography Workshop</li> </ul>	<p><u>FEB. 14:</u></p> <ul style="list-style-type: none"> <li>• NBC Learn: “The Decline of Grammar”</li> <li>• Grammar Workshop</li> <li>• Discourse Community Ethnography Workshop</li> </ul>	<p><b>DISCOURSE COMMUNITY – FINAL DRAFT</b></p> <p><b>DUE: 02/19/19</b></p> <hr/> <p><b>REFLECTION BLOG 1</b></p> <p><b>DUE: 02/21/19</b></p>
<p><b>WEEK 5:</b></p> <p><b>RHETORICAL ANALYSIS</b></p>	<p><u>FEB. 19:</u></p> <ul style="list-style-type: none"> <li>• Discuss Rhetorical Analysis</li> <li>• Discuss Visual Rhetoric</li> <li>• Introduce Rhetorical Analysis Assignment</li> </ul>	<p><u>FEB. 21:</u></p> <ul style="list-style-type: none"> <li>• READ: “What is Rhetoric?”</li> <li>• READ: “What do Students Need to Know about Rhetoric?”</li> <li>• DP: Rhetorical Analysis</li> <li>• YouTube: “The Rhetorical Situation”</li> <li>• Rhetorical Analysis Workshop</li> </ul>	
<p><b>WEEK 6:</b></p> <p><b>RHETORICAL ANALYSIS</b></p>	<p><u>FEB. 26:</u></p> <ul style="list-style-type: none"> <li>• READ: NFG, Chs. 33 &amp; 34</li> <li>• DP: NFG</li> <li>• Introduction, Thesis Statement, &amp; Conclusion Workshop</li> <li>• Rhetorical Analysis Workshop</li> </ul>	<p><u>FEB 28:</u></p> <ul style="list-style-type: none"> <li>• SUGGESTED READ: NFG, Ch. 53</li> <li>• APA Format/Citation Workshop</li> <li>• Rhetorical Analysis Workshop</li> </ul>	<p><b>RHETORICAL ANALYSIS – FINAL DRAFT</b></p> <p><b>DUE: 03/05/19</b></p> <hr/> <p><b>REFLECTION BLOG 2</b></p> <p><b>DUE: 03/07/19</b></p>

<p><b>WEEK 7:</b></p> <p><b>ANNOTATED BIBLIOGRAPHY</b></p>	<p><u>MAR. 5:</u></p> <ul style="list-style-type: none"> <li>• READ: “How to Create an Annotated Bibliography”</li> <li>• Discuss Annotated Bibliographies</li> <li>• Introduce Annotated Bibliography Assignment</li> <li>• Research Questions Workshop</li> </ul>	<p><u>MAR. 7:</u></p> <p><b>LIBRARY WORKSHOP</b></p>	
<p><b>WEEK 8:</b></p> <p><b>ANNOTATED BIBLIOGRAPHY</b></p>	<p><u>MAR. 12:</u></p> <ul style="list-style-type: none"> <li>• Independent Study (I will be out of town for a conference)</li> </ul>	<p><u>MAR. 14:</u></p> <ul style="list-style-type: none"> <li>• Independent Study (I will be out of town for a conference)</li> </ul>	
<p><b>WEEK 9:</b></p> <p><b>ANNOTATED BIBLIOGRAPHY</b></p>	<p><u>MAR. 19:</u></p> <p><b>SPRING BREAK</b></p>	<p><u>MAR. 21:</u></p> <p><b>SPRING BREAK</b></p>	<p><b>ANNOTATED BIBLIOGRAPHY – FINAL DRAFT</b></p> <p><b>DUE: 03/26/19</b></p> <hr/> <p><b>REFLECTION BLOG 3</b></p> <p><b>DUE: 03/28/19</b></p>
<p><b>WEEK 10:</b></p> <p><b>GLOBAL ISSUES REPORT AND VISUAL ARGUMENT</b></p>	<p><u>MAR. 26:</u></p> <ul style="list-style-type: none"> <li>• RWS Debate</li> </ul>	<p><u>MAR. 28:</u></p> <ul style="list-style-type: none"> <li>• Introduce Global Issues Report Assignment</li> </ul>	<p><b>(MAR. 29 – CESEAR CHAVEZ DAY)</b></p>
<p><b>WEEK 11:</b></p> <p><b>GLOBAL ISSUES REPORT AND VISUAL ARGUMENT</b></p>	<p><u>APR. 2:</u></p> <ul style="list-style-type: none"> <li>• Introduction and Thesis Statement Workshop</li> </ul>	<p><u>APR. 4:</u></p> <ul style="list-style-type: none"> <li>• iMovie Workshop</li> </ul>	<p><b>(APR. 5 – COURSE DROP DEADLINE)</b></p>



<p><b>WEEK 12:</b></p> <p><b>GLOBAL ISSUES REPORT AND VISUAL ARGUMENT</b></p>	<p><u>APR. 9:</u></p> <ul style="list-style-type: none"> <li>• YouTube: Same Scene 5 Ways</li> <li>• YouTube: How to Create a Storyboard</li> <li>• GIR/PSA Workshop</li> </ul>	<p><u>APR. 11:</u></p> <ul style="list-style-type: none"> <li>• GIR/PSA Workshop</li> </ul>	
<p><b>WEEK 13:</b></p> <p><b>GLOBAL ISSUES REPORT AND VISUAL ARGUMENT</b></p>	<p><u>APR. 16:</u></p> <ul style="list-style-type: none"> <li>• GIR/PSA Workshop</li> </ul>	<p><u>APR. 18:</u></p> <ul style="list-style-type: none"> <li>• Independent Study</li> </ul>	<p><b>(APR. 19 – SPRING STUDY DAY)</b></p>
<p><b>WEEK 14:</b></p> <p><b>GLOBAL ISSUES REPORT AND VISUAL ARGUMENT</b></p>	<p><u>APR. 23:</u></p> <ul style="list-style-type: none"> <li>• GIR/PSA Workshop</li> </ul>	<p><u>APR. 25:</u></p> <ul style="list-style-type: none"> <li>• GIR/PSA Workshop</li> </ul>	<p><b>GLOBAL ISSUES REPORT AND VISUAL ARGUMENT – FINAL DRAFT</b></p> <p><b>DUE: 04/30/19</b></p> <hr/> <p><b>REFLECTION BLOGS 4 &amp; 5</b></p> <p><b>DUE: 05/02/19</b></p>
<p><b>WEEK 15:</b></p> <p><b>GLOBAL ISSUES REPORT AND VISUAL ARGUMENT PRESENTATIONS</b></p>	<p><u>APR. 30:</u></p> <ul style="list-style-type: none"> <li>• GIR/PSA Presentations</li> </ul>	<p><u>MAY 2:</u></p> <ul style="list-style-type: none"> <li>• GIR/PSA Presentations</li> </ul> <p><b>LAST DAY OF CLASS</b></p>	
<p><b>WEEK 16:</b></p> <p><b>INDEPENDENT STUDY</b></p>	<p><u>MAY 7:</u></p> <ul style="list-style-type: none"> <li>• E-Portfolio Workshop</li> </ul>	<p><u>MAY 9:</u></p> <ul style="list-style-type: none"> <li>• E-Portfolio Workshop</li> </ul>	

<p><b>WEEK 17:</b></p> <p><b>FINALS</b></p>	<p><u>MAY 14:</u></p> <p><b>FINALS</b></p>	<p><u>MAY 16:</u></p> <p><b>FINALS</b></p>	<p><b>E-PORTFOLIO (via Blackboard)</b></p> <p><b>DUE: WEDNESDAY, MAY. 15</b></p> <hr/> <p><b>RE-DO ASSIGNMENTS:</b></p> <p><b>DUE: FRIDAY, MAY 17</b></p>
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