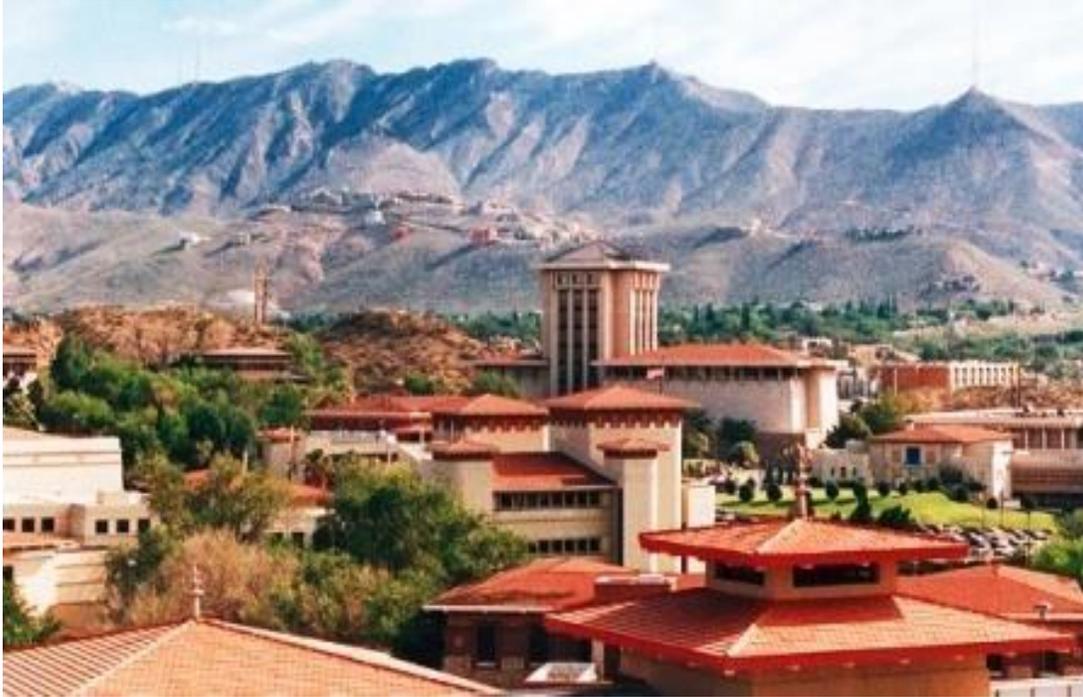


# Rhetoric and Writing Studies

RWS 1302



## Course Syllabus/Calendar

Fall Term 2020 | The University of Texas at El Paso | Department of English

## Notification

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Due to the on-going spread of COVID-19, all sections of RWS 1301 and 1302 are 100% online for fall 2020. To be clear, we will not hold any f2f class meetings and my office hours will be strictly online.

## Instructor/Course Information

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**Instructor:**

Veronica Cruz

**Online Office hours:**

Tuesdays/Wednesdays/Thursdays  
10:00 AM–12:00 PM via Blackboard  
Collaborate; I can also be reached via email.

**Email:**

vrcruz@miners.utep.edu

**CRN:**

13785

**Class Time/Days/Location:**

Online

## Program Overview

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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

## Course Description

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**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

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Comer, D. K. (2015). *Writing in Transit*. Southlake, TX: Fountainhead Press. ISBN:978-1-59871-803-4.

*(Available through the UTEP Bookstore.)*

Bossie, R. & LaPrade, P. (2019). *The First-Year Composition Handbook*.

*(E-book is available through the bookstore.)*



## Additional Readings

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Additional readings will be posted on Blackboard. Also, specific assignment guidelines can be found in the Handbook. I'll also post further instructions on our Blackboard course content.

## Learning Outcomes

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

- 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

## University and Program Policies

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### **FYC Class Attendance Policy:**

According to UTEP's catalog: 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:

### **Attendance for Face-to-Face (F2F) 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; B becomes C 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.

### **Attendance 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]

**Attendance 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 f2f courses, with each missed week of class activities constituting absence from a week of class.

As your instructor, I will measure participation through various pathways, such as completion of 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, you need to contact me immediately 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 me. I 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 me and possibly receiving an "F" for the course.

**Communication:**

All students are encouraged to make use of my online office hours or email me, and to ask questions and raise issues related to the course. 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.

**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:**

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](mailto:cass@utep.edu).

### **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.

**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. As stated on their website:

1. **Synchronous online assistance** – students can go to our website ([utep.edu/uwc](http://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](http://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.

## **Online Course Delivery**

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To maintain the health and safety of students throughout 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. 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 me

immediately if you will need assistance. I 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>)

**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 under the “Courses” link located on the left-hand side.

## Online Netiquette

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- Debate, critical inquiry, and intellectual diversity are essential elements to higher education and a process of learning. There is the potential during this course for controversial and sensitive topics to be discussed during small group or whole class interaction (whether f2f or online), and to surface through our social media activity. You are expected to demonstrate respect and courtesy for your peers and instructor when they express differing arguments, viewpoints, and/or experiences. **Sexist, racist, homophobic, xenophobic, or other hateful speech will not be tolerated. Angry displays, whether in writing, online postings, or in class discussions will be handled as disruptions to the wellbeing of the class and responded to as negative participation.**
- As a general rule: always consider audience in class and online. As Virginia Shea write in *Netiquette*, the first, or “golden,” rule of online practice is to “Remember the human.” Remember that members of the class and the instructor will be reading your postings. When reacting to someone else’s message (verbal or written), address the ideas, not the person and post only what anyone would comfortably state in a f2f situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on these online spaces is intended for your RWS classmates and instructor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

## Submitting Work

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Major assignments and outline assignments are due by **Sundays at 11:59 pm**. Readings/videos and discussion posts are due by **Fridays at 11:59 pm**. Responses to peers’ posts are due by **Sundays at 11:59 pm**. **All work must be submitted to pass this class – no exceptions!** Failure to submit ANY assignment can harm your overall grade.

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 optional for discussion posts). 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.

When saving each submitted assignment, be sure to include your name and what assignment you are submitting.

Examples:

JMartinez\_GA; JenniferM\_LiteratureReview; JenniferMartinez\_FD; MartinezJ\_AWebsite

**Assignments saved without student's name and name of assignment will receive an automatic zero. Simply, if you want your paper graded, be sure to include your name and name of assignment.**

## Late Work

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- Be mindful of major/minor assignment due dates (by **Sundays at 11:59 p.m.**).
- Major/minor assignments submitted before deadlines will receive full credit and feedback.
- Major/minor assignments submitted at or after **Mondays 12:00 am** will be considered late. Late assignments will not receive feedback and will automatically receive one letter grade deduction.
- You do have a 24-hour window to submit your late assignments (starting from 12:00 am Mondays – 12:00 am Tuesdays); again, submitting your assignments late will result in one letter grade deduction and no feedback.
- **Late work submitted after the 24-hour window (Tuesdays after 12:00 am) will not be accepted. Students who submit late once the 24-hour window closes will automatically receive a zero on the assignment – no exceptions.**
- If you are dealing with a technological issue, please notify me immediately. You can also visit any computer lab on campus: LACIT Lab (Liberal Arts 4<sup>th</sup> Floor); Cyber Café (Union East, rm 204); and UTEP Library.
- 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 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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Advocacy Website	100
Semester Topic Proposal	40
Genre Analysis Outline	40
Genre Analysis	100
Research Questions	40
Literature Review	200
Advance Visual Argument	280
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: Advocacy Website (100 points)**

Students will create, design, and maintain an advocacy website suited for advocating for a position on a student-chosen semester topic. With this assignment, students are also expected to compose an op-ed where they will argue for a policy change.

**Assignment #2: Semester Topic Proposal (40 points)**

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 me.

**Assignment #3: Genre Analysis Outline (40 points)**

Students will complete an outline that prepares them for the Genre Analysis assignment.

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

Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. Students are expected to submit both a rough draft and final draft.

**Assignment #5: Research Questions (40 points)**

Students will generate 3-4 research questions for the Literature Review assignment.

**Assignment #6: Literature Review/Primary Research Report (200 points)**

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.

**Assignment #7: Advance Visual Argument (280 points)**

Students will plan, write, film, and edit a film documentary that advocates a position on a current issue/semester topic (option 1) or discusses experiences during the COVID-19 pandemic (option 2). In lieu of presenting their video, students are expected to include a bloopers reel (**50 points**). Students can use any film editing software (i.e., iMovie, Movie Maker, etc.) for this project. The video can be uploaded to YouTube or Vimeo, and the link copied and pasted on a Word Document to be submitted on BB. Or, students can submit the video file on BB.

**Participation (200 points)**

Participation for this course will include:

- Reflective Essays: Students write three 1-page reflective/self-assessment essays that details their writing process throughout the completion of the following assignments: Genre Analysis, Literature Review, and Film Documentary. **60 points (20 points per essay).**
- Genre Analysis rough draft: Students will submit a complete rough draft of the assignment on Blackboard by Sunday, Sept. 24 at 11:59 pm. **20 points.**
- Literature Review rough draft: Students will need to have their paper proofread by a UWC consultant. Proof of visit must be emailed to me. **20 points.**

- Discussion Posts: Students are expected to write ten 300-500-word discussion posts. These posts must include a summary and synthesis about the readings (due Fridays). Students are also expected to respond to two peers' posts (due Sundays). The responses should be 100 words or more. **100 points (10 points per post/response).**

### Extra Credit

Students can earn an additional 100 extra credit points. To earn extra credit, students can complete any of the following:

- Pass the RWS 1302 Syllabus Quiz with a 95 or above. The quiz is only available for the first two weeks of the semester. (10 points).
- Write a 500-word (or more) introductory discussion post. (10 points).
- Participate in Hot Topic discussion posts. Throughout the semester, there will be discussion posts focusing on current social issues. Students will have the opportunity to analyze arguments and express their opinions. (5 points per post (this excludes responses)).
- Students who get their RWS assignments proofread by a consultant at the University Writing Center (UWC) or the Miner Athlete Academic Center (MAAC) must email me proof of visit. (5 points per proof will be added to an assignment).
- Participate in the RWS Debate. Students will select one topic from a list of topics to write a persuasive argumentative piece. Students will exercise their rhetorical strategies and appeals. Those who participate will receive 25 extra credit points to be added to assignment of choice. You can participate only once.
- Assessments on Blackboard. There are three assessments consisting of sentence structure, grammar/punctuation, and wordiness to name a few. Students can earn 10 points on each assessment if they get a grade of 90 or above. Students can earn 5 points on each assessment if they get a grade of 80-89. Extra credit will not be given for grades 79 and below. (15-30 points).

## Instructor Policies

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- Any disruptions online (specifically sexist, racist, homophobic, xenophobic, or other hateful/angry speech) will not be tolerated and will be reported to OSCCR.
- 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.
- Major and minor assignments will be submitted through Blackboard on **Sundays by 11:59 p.m.**
- Readings/Videos and discussion posts are due **Fridays by 11:59 p.m.**
- Discussion post responses are due **Sundays by 11:59 p.m.**
- Any major and minor 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.**
- Plagiarism will not be tolerated in my class. Plagiarizing the first time will result in an automatic zero with option to redo the assignment. Plagiarizing the second time will result in an automatic zero and student will be reported to OSCCR.
- 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 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-three weeks of the due date.
- I will send out an announcement via Blackboard if there are any changes to the calendar or online 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/or participating.

## Important Dates for This Semester

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<b>August 24</b>	Fall classes begin
<b>August 24-28</b>	Late Registration Period
<b>September 7</b>	Labor Day Holiday – University closed
<b>September 9</b>	Fall Census Day
<b>September 21</b>	20 <sup>th</sup> Class Day
<b>October 22</b>	Midterm Fall 2020 Grades Due
<b>October 30</b>	Fall Drop/Withdrawal Deadline Note: Students-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.
<b>November 13</b>	Deadline to submit candidates' names for commencement program
<b>November 26-27</b>	Thanksgiving Holiday – University closed
<b>December 3</b>	Fall – last day of classes
<b>December 4</b>	Dead Day
<b>December 7-11</b>	Fall Final Exams

**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

*BB=Blackboard; DP=Discussion Post; DPR=Discussion Post Response WIT=Writing in Transit; HB=The First-Year Composition Handbook.*

*Major/Minor Assignments: due **Sundays at 11:59 PM.***

*Readings/Videos and Discussion Posts: due **Fridays at 11:59 PM.***

*All Discussion Post Responses: due **Sundays at 11:59 PM.***

WEEK/TOPIC	BB LEARNING MODULES	ASSIGNMENTS
<p style="text-align: center;"><b>WEEK 1:</b></p> <p style="text-align: center;"><b>CLASS INTRODUCTIONS</b></p> <p>(Aug. 24 – Aug. 30)</p>	<ul style="list-style-type: none"> <li>• READ:               <ul style="list-style-type: none"> <li>○ RWS 1302 Course Syllabus/Calendar</li> <li>○ WIT: Chapter 1</li> <li>○ RWS 1302 Intro</li> <li>○ Advocacy Website Assignment</li> <li>○ Semester Topic Proposal</li> </ul> </li> <li>• WATCH:               <ul style="list-style-type: none"> <li>○ “Why is Writing Important?”</li> <li>○ Scribbr “How to Develop a Strong Research Question”</li> </ul> </li> <li>• DP:               <ul style="list-style-type: none"> <li>○ Introductions/Literacy Narrative (<b>10 pts. extra credit</b>)</li> <li>○ WIT: Chapter 1</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>DPR: Introductions/Literacy Narrative</b></li> <li>• <b>DPR: WIT</b></li> <li>• <b>Semester Topic Proposal Memo</b></li> </ul> <p style="text-align: right;"><b>DUE: 08/30/20</b></p>
<p style="text-align: center;"><b>WEEK 2:</b></p> <p style="text-align: center;"><b>GENRE ANALYSIS</b></p> <p>(Aug. 31 – Sept. 6)</p>	<ul style="list-style-type: none"> <li>• READ:               <ul style="list-style-type: none"> <li>○ WIT: Chapter 2</li> <li>○ Genre and the Writing Process</li> <li>○ Lecture: Genres</li> <li>○ Logic Check “Why Logic Checking?”</li> <li>○ Logic Check “Arguments vs. Fights,” “Example 1,” &amp; “Example 2”</li> <li>○ Logic Check “Time to Get Tense”</li> <li>○ HB: Genre Analysis Assignment Guidelines</li> <li>○ Lecture: Genre Analysis Outline</li> </ul> </li> <li>• WATCH:               <ul style="list-style-type: none"> <li>○ Nothing!</li> </ul> </li> <li>• DP:               <ul style="list-style-type: none"> <li>○ WIT: Chapter 2</li> <li>○ Genres and Writing Process</li> <li>○ Hot Topic: Violent Protests (<b>5 pts. extra credit</b>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>DPR: WIT</b></li> <li>• <b>DPR: Genres and Writing Process</b></li> <li>• <b>RWS 1302 Syllabus Quiz (optional for extra credit)</b></li> </ul> <p style="text-align: right;"><b>DUE: 09/06/20</b></p>

<p><b>WEEK 3:</b> <b>GENRE ANALYSIS</b> (Sept. 7 – Sept. 13)</p>	<ul style="list-style-type: none"> <li>• READ:             <ul style="list-style-type: none"> <li>○ Lecture: Rhetoric</li> <li>○ Dr. Lloyd Bitzer “The Rhetorical Situation”</li> <li>○ Logic Check “Modes of Persuasion”</li> <li>○ Logic Check “Logos,” “Pathos,” and “Ethos”</li> <li>○ Logic Check “Balancing Logos, Pathos, and Ethos”</li> <li>○ Drafting Your Genre Analysis</li> </ul> </li> <li>• WATCH:             <ul style="list-style-type: none"> <li>○ Dr. Joy Robinson “The Rhetorical Situation”</li> <li>○ Patriot Act with Hasan Minhaj “We’re Doing Elections Wrong”</li> <li>○ Patriot Act with Hasan Minhaj “Is College Still Worth It?”</li> <li>○ Last Week Tonight with John Oliver “Police”</li> <li>○ Last Week Tonight with John Oliver “US History”</li> </ul> </li> <li>• DP:             <ul style="list-style-type: none"> <li>○ Rhetorical Situation</li> <li>○ Analysis of Hasan Minhaj’s or John Oliver’s video</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Genre Analysis Outline</b></li> <li>• <b>DPR: Rhetorical Situation</b></li> <li>• <b>DPR: Minhaj or Oliver</b></li> </ul> <p style="text-align: center;"><b>DUE: 09/13/20</b></p>
<p><b>WEEK 4:</b> <b>GENRE ANALYSIS</b> (Sept. 14 – Sept. 20)</p>	<ul style="list-style-type: none"> <li>• READ:             <ul style="list-style-type: none"> <li>○ Logic Check “Drawing Out Our Reasoning” (Toulmin)</li> <li>○ Logic Check “I Object!” (Objections/Rebuttals)</li> <li>○ Logic Check “Firing the Audience” (Toulmin Example)</li> <li>○ Logic Check “Whom to Blame” (Objections/Rebuttals Example)</li> </ul> </li> <li>• WATCH:             <ul style="list-style-type: none"> <li>○ TAMU Writing Center “Toulmin Method”</li> </ul> </li> <li>• DP:             <ul style="list-style-type: none"> <li>○ Toulmin Method</li> <li>○ Hot Topic: Misrepresentation of Black Women (<b>5 pts. extra credit</b>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>DPR: Toulmin Method</b></li> </ul> <p style="text-align: center;"><b>DUE: 09/20/20</b></p>
<p><b>WEEK 5:</b> <b>GENRE ANALYSIS FIRST DRAFT</b> (Sept. 21 – Sept. 27)</p>	<ul style="list-style-type: none"> <li>• READ:             <ul style="list-style-type: none"> <li>○ Logic Check “Bloomberg News and Hidden Premises”</li> <li>○ Logic Check “When is Maybe the Right Answer” (Deductive vs. Inductive Reasoning)</li> </ul> </li> <li>• WATCH:             <ul style="list-style-type: none"> <li>○ TAMU Writing Center “Logical Fallacies”</li> </ul> </li> <li>• DP:             <ul style="list-style-type: none"> <li>○ Hot Topic: Systemic Racism/Sexism (<b>5 pts. extra credit</b>)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Genre Analysis First Draft (submit draft on BB)</b></li> </ul> <p style="text-align: center;"><b>DUE: 09/24/20</b></p>

<p><b>WEEK 6:</b></p> <p><b>APA/MLA CITATIONS</b></p> <p>(Sept. 28 – Oct. 4)</p>	<ul style="list-style-type: none"> <li>• READ:             <ul style="list-style-type: none"> <li>○ UNSW Sydney “Why is Referencing Important?”</li> <li>○ Adrienne Mathewson “Why Are Proper Citations Important in Academic Writing?”</li> </ul> </li> <li>• WATCH:             <ul style="list-style-type: none"> <li>○ Scribbr: APA Citations</li> <li>○ Dr. Samuel Forlenza “APA Style 7<sup>th</sup> Edition: References List”</li> <li>○ Read, Write, Cite “How to Cite Using MLA Style”</li> <li>○ OWL Purdue “MLA Style: In-Text Citations (8<sup>th</sup> Edition)</li> <li>○ Xamplio “How to Cite MLA Format”</li> </ul> </li> <li>• DP:             <ul style="list-style-type: none"> <li>○ Nothing!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Genre Analysis First Draft Feedback (will be emailed to you on/by 09/28/20)</b></li> <li>• <b>Genre Analysis Final Draft</b></li> </ul> <p style="text-align: center;"><b>DUE: 10/04/20</b></p>
<p><b>WEEK 7:</b></p> <p><b>LITERATURE REVIEW/ WRITING PROCESS</b></p> <p>(Oct. 5 – Oct. 11)</p>	<ul style="list-style-type: none"> <li>• READ:             <ul style="list-style-type: none"> <li>○ WIT: Chapter 3</li> <li>○ WIT: Chapters 5 &amp; 6</li> <li>○ Lecture: Literature Review</li> <li>○ HB: Literature Review Assignment Guidelines</li> </ul> </li> <li>• WATCH:             <ul style="list-style-type: none"> <li>○ Scribbr “How to Develop a Strong Research Question”</li> <li>○ Scribbr: Literature Review</li> </ul> </li> <li>• DP:             <ul style="list-style-type: none"> <li>○ Hot Topic: Voter Suppression <b>(5 pts. extra credit)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Research Questions</b></li> <li>• <b>Reflective Essay #1</b></li> </ul> <p style="text-align: center;"><b>DUE: 10/11/20</b></p>
<p><b>WEEK 8:</b></p> <p><b>GRAMMAR/ THESIS STATEMENT</b></p> <p>(Oct. 12 – Oct. 18)</p>	<ul style="list-style-type: none"> <li>• READ:             <ul style="list-style-type: none"> <li>○ WIT: Chapter 4</li> <li>○ Mackenzie Tabler “Importance of a Thesis Statement”</li> <li>○ Augustine “Why is a Strong Thesis Statement So Important for a Good Introduction Paragraph?”</li> </ul> </li> <li>• WATCH:             <ul style="list-style-type: none"> <li>○ Scribbr “How to Write a Strong Thesis Statement”</li> <li>○ Smrt English: Grammar</li> </ul> </li> <li>• DP:             <ul style="list-style-type: none"> <li>○ WIT: Chapter 4</li> <li>○ Hot Topic: Young Voters <b>(5 pts. extra credit)</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>DPR: WIT</b></li> </ul> <p style="text-align: center;"><b>DUE: 10/18/20</b></p>

<p><b>WEEK 9:</b></p> <p><b>LITERATURE REVIEW</b></p> <p>(Oct. 19 – Oct. 25)</p>	<ul style="list-style-type: none"> <li>• READ:             <ul style="list-style-type: none"> <li>○ WIT: Chapters 7, 8, 9</li> </ul> </li> <li>• WATCH:             <ul style="list-style-type: none"> <li>○ Nothing!</li> </ul> </li> <li>• DP:             <ul style="list-style-type: none"> <li>○ WIT: Chapters 7, 8, 9</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>DPR: WIT</b></li> </ul> <p><b>DUE: 10/25/20</b></p>
<p><b>WEEK 10:</b></p> <p><b>LITERATURE REVIEW/OP-ED</b></p> <p>(Oct. 26 – Nov. 1)</p>	<ul style="list-style-type: none"> <li>• READ:             <ul style="list-style-type: none"> <li>○ WIT: Chapter: 11</li> <li>○ Carleton &amp; Groff “Op-Ed Pieces”</li> <li>○ Harvard Kennedy School “How to Write an Op-Ed or Column”</li> </ul> </li> <li>• WATCH:             <ul style="list-style-type: none"> <li>○ Nothing!</li> </ul> </li> <li>• DP:             <ul style="list-style-type: none"> <li>○ WIT: Chapter 11</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>DPR: WIT</b></li> </ul> <p><b>DUE: 11/01/20</b></p>
<p><b>WEEK 11:</b></p> <p><b>ADVANCE VISUAL ARGUMENT – FILM DOCUMENTARY</b></p> <p>(Nov. 2 – Nov. 8)</p>	<ul style="list-style-type: none"> <li>• READ:             <ul style="list-style-type: none"> <li>○ HB: Advance Visual Argument Film Documentary Assignment Guidelines</li> </ul> </li> <li>• WATCH:             <ul style="list-style-type: none"> <li>○ Mary Doodles and Whitney Milam “How to Create a Storyboard”</li> </ul> </li> <li>• DP:             <ul style="list-style-type: none"> <li>○ Storyboard</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literature Review Final Draft</b></li> <li>• <b>DPR: Storyboard</b></li> </ul> <p><b>DUE: 11/08/20</b></p>
<p><b>WEEK 12:</b></p> <p><b>ADVANCE VISUAL ARGUMENT – FILM DOCUMENTARY</b></p> <p>(Nov. 9 – Nov. 15)</p>	<ul style="list-style-type: none"> <li>• READ:             <ul style="list-style-type: none"> <li>○ Nothing!</li> </ul> </li> <li>• WATCH:             <ul style="list-style-type: none"> <li>○ Indy Mogul “4 Easy Steps to Film a Short Documentary”</li> <li>○ Midnight Music “Intro to Film Scoring: Same Scenes 5 Ways”</li> </ul> </li> <li>• DP:             <ul style="list-style-type: none"> <li>○ Nothing!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>DPR: Film Documentary</b></li> <li>• <b>Reflective Essay #2</b></li> </ul> <p><b>DUE: 11/15/20</b></p>



<p><b>WEEK 13:</b></p> <p><b>ADVANCE VISUAL ARGUMENT – FILM DOCUMENTARY</b></p> <p>(Nov. 16 – Nov. 22)</p>	<ul style="list-style-type: none"> <li>• READ: <ul style="list-style-type: none"> <li>○ Lecture: Advocacy Website Recap</li> </ul> </li> <li>• WATCH: <ul style="list-style-type: none"> <li>○ Nothing!</li> </ul> </li> <li>• DP: <ul style="list-style-type: none"> <li>○ Nothing!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Nothing!</b></li> </ul> <p style="text-align: center;"><b>DUE: 11/22/20</b></p>
<p><b>WEEK 14:</b></p> <p><b>ADVOCACY WEBSITE</b></p> <p>(Nov. 23 – Nov. 29)</p>	<ul style="list-style-type: none"> <li>• READ: <ul style="list-style-type: none"> <li>○ Advocacy Website List</li> </ul> </li> <li>• WATCH: <ul style="list-style-type: none"> <li>○ Nothing!</li> </ul> </li> <li>• DP: <ul style="list-style-type: none"> <li>○ Analyzing Advocacy Websites</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Advance Visual Argument – Film Documentary</b></li> <li>• <b>DPR: Analyzing Advocacy Websites</b></li> </ul> <p style="text-align: center;"><b>DUE: 11/29/20</b></p>
<p><b>WEEK 15:</b></p> <p><b>ADVOCACY WEBSITE</b></p> <p>(Nov. 30 – Dec. 6)</p>	<ul style="list-style-type: none"> <li>• READ: <ul style="list-style-type: none"> <li>○ Nothing!</li> </ul> </li> <li>• WATCH: <ul style="list-style-type: none"> <li>○ Nothing!</li> </ul> </li> <li>• DP: <ul style="list-style-type: none"> <li>○ Nothing!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reflective Essay #3</b></li> <li>• <b>Assessments (optional for extra credit)</b></li> <li>• <b>RWS Debate (optional for extra credit)</b></li> </ul> <p style="text-align: center;"><b>DUE: 12/06/20</b></p>
<p><b>WEEK 16:</b></p> <p><b>FINALS</b></p> <p>(Dec. 7 – Dec. 11)</p>		<ul style="list-style-type: none"> <li>• <b>Advocacy Website Link (submit on BB)</b></li> </ul> <p style="text-align: center;"><b>DUE: 12/09/20 (Wednesday)</b></p> <hr/> <ul style="list-style-type: none"> <li>• <b>Re-Do Assignments (must submit UWC proof via email)</b></li> </ul> <p style="text-align: center;"><b>DUE: 12/11/20 (Friday)</b></p>