RWS 1301: Rhetoric and Writing Studies

CRN: 26396

Time/days: 11:30 to 12:20p Mon/Wed/Fri

Place: UGLC 234

Instructor: Maria Isela Maier

E-mail: Use Blackboard or *mmaier@miners.utep.edu*

Office Hours: Mondays and Wednesday 10:30 to 11:30

Office Location: The Writing Center 227, in the library

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 are necessary for success in RWS 1302 and beyond.

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.

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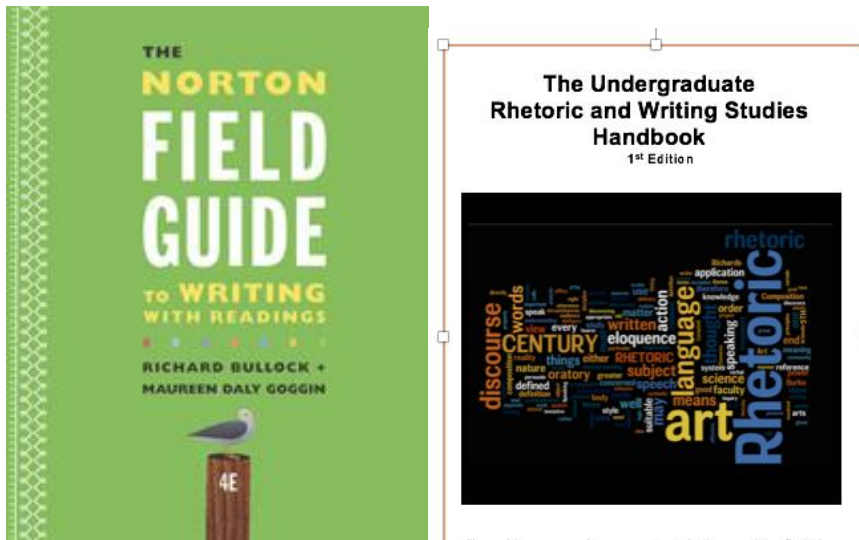
Bullock, R., Daly Goggin, M. (2016). The Norton Field Guide to Writing 4e with Readings Ebook/Inquizitive Reg Card. ISBN: 978-0-393-57348-0.

> For instructors: Inquizitive is Norton's Adaptive Online Quizzing Tool. It has an extensive grammar quiz content. You can use inquizitive in various ways, but we suggest that you consider using it as a diagnostic tool. You can assign students a number of quizzes to complete in the first 2-3 weeks of class, and you can easily access a report that shows you what areas students need help with.

Biswas, M. and Crnkovic Padon D. eds. (2016 The Undergraduate Rhetoric and Writing Studies Handbook. (An e-book available through the bookstore or through the publisher Follet/VitalSource.

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 assignments we'll cover in this course. Specific assignment guidelines can be found in the Handbook. I'll also post further instructions on our Blackboard course content.

> End of the Semester Showcase: Every semester our program showcases outstanding visual argument projects. This semester, our class will develop _**PSA**_project to complete.

Course Assignments

Assignment #1 E-portfolio Website/Blog assignment (100 points) *Individual*
You will create, design and maintain an e-portfolio. The e-portfolio is due at the end of the semester and should have the following tabs (pages): About me, Portfolio Preface, Reflection Blogs, Reading Responses, PSA video and a contact page.

Assignment #2: Discourse Community Ethnography / Map (100 points) *Team*
You will study the communication practices of a community and consider how well it meets the criteria for discourse communities set forward by John Swales in "The Concept of Discourse Community". You also use *Kain, D. and Wardle, E. "Activity Theory"* and identify an activity system within your chosen discourse community.

Assignment #3: Choosing a Topic for the Semester (as part of the participation points -20 points) *Individual*
You will write a proposal identifying the subject/issue/topic you will research and write about this semester.

Assignment #4: Rhetorical Analysis (100 points) *Team*
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)
You will choose a website and present an analysis of the strengths and weaknesses in the website's use of ethos, pathos, and logos to reach its audience

Assignment #5 Annotated Bibliography (100 points) *Individual*
You will collect and annotate a list of sources that you have deemed relevant to your topic and/or question(s) of inquiry about the community problem that you will research.

Assignment #6 Community Problem Report (100 pts) *Individual*
Option 1: Community Problem Report
Option 2: Community Problem Report Presentation & response
You will write a report that discusses a significant community problem. You will explain the problem and its importance to and impact upon the community

Assignment #7 Visual Argument: (150 points) *Team*
Option 1: Brochure
Option 2: Infograph(ic)
Option 3: Public Service Announcement
You will write and produce a PSA that introduces the community problem you discussed. The video will also describe and either explain or advocate for your solution to that problem.

Visual Argument Presentation: (50 points)
You will present your PSA to the class.

Participation in Class and Online. (200 points) Attendance and participation in class will be measured. This portion of the grade includes additional in-class activities and other exercises that will be turned via Blackboard. InQuizitive / Norton Program in Blackboard (100 points)

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

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

1000-900 = A   899-800 = B   799 -700 = C   699- 600 = D   599 and below = F

Course/Instructor Policies

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

For example:
jmartinez rhetanalysis draft
jmartinez rhetanalysis final

University Writing Center: UTEP's University Writing Center (UWC) offers free writing tutoring assistance for all UTEP students. The tutors are undergraduate and graduate students who can help with all parts of a writing assignment, including prewriting, organizing, revising, and editing. They can also help to understand any writing assignment and help work on comprehending difficult textbook material. Note: To facilitate revision, UWC tutors will not hold a tutoring session fewer than 12 hours before the assignment is due.

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.

Course Delivery of Course:

This course uses extensively the online learning platform Blackboard. All of the supplementary material for the class will be delivered via Blackboard.

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.
- You may use smart phones, iPads, e-readers and laptops to access course material in class, but there will be absolutely no texting, checking email, typing assignments, or surfing the web during class.
- Turn off cell phone ringers, and please do not text or listen to iPods/MP3 players during class. If you are anticipating an important phone call or have an emergency, please let me know before class begins.
- Do not disrupt class to charge your electronic devices. This includes coming to the front of the room to plug-in or check your electronic device while discussion is occurring.
- 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.
- 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.
- You will need to bring your textbooks – or have access to a digital copy of the textbook – to every class period. Textbooks are mandatory.

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).

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.

- Roll will be taken daily. Please notify the instructor of any illness or crisis which may result in absences; document your absence whenever possible. Students may be dropped after five unexcused absences.

- Tardiness: Habitual tardiness and/or habitual early departures from class may affect your final grade. Four (4) tardies equals one (1) absence.
- If you chose to attend class, make sure you are on time, prepared and ready to participate. If you are habitually tardy, regularly leave class early, fall asleep, do not read and bring materials, cause disruptions, or do not engage in class discussion and activities, then you will be asked to leave the classroom and will not be welcomed back until the issue is discussed and resolved during a face-to-face meeting during office hours. This will affect your attendance and participation points.
- Though punctuality is appreciated, if you must be late, please enter the room courteously and quietly. If you can see/here that someone is presenting, please wait outside until the presentation is over so as not to disrupt the class and affect the presenter. Try to be on time to all class meetings
- Missing a scheduled conference with the instructor constitutes an absence.
- Please also be aware of the six-course drop limit. According to the Texas Education Code, "all first-year students enrolled for the first time at any Texas public college or university are limited to six drops during their academic career. This includes student and faculty initiated drops and courses dropped at other Texas public institutions. This policy does not apply to courses dropped prior to census day or to complete withdrawals." So, be sure to start your college experience on the right track by attending class regularly.

Communicating with the instructor:

- Please feel free to consult with me through Blackboard at any time during the semester or come see me during my office hours with any concerns you may have about your class performance. If at any time you begin to feel lost, don't just disappear.
- 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.

Late Work/Submitting assignments/Participation

- Be sure to submit all major assignments on time in order to pass this class. 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.
- In-class work cannot be "made" up.
- Late work (or excuses) will not be accepted. If necessary, you may turn in work early. In the event of a major emergency that causes you to fall behind in this class, I will accept make-up work, but you need to notify me and communicate with me.
- 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 in order to pass this class; a zero can adversely affect enrollment.
- Do not submit your assignments via email (my personal email); they will NOT be graded.
- All assignments will be submitted through Blackboard (unless otherwise noted)
- 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 major assignments are due on Sundays by **10 pm.**
- All students are expected to participate in peer review workshops. If you refuse to participate in peer review (this includes being unprepared for it), you will be asked to leave and be marked as absent.
- 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.

- On average, assignments will be graded within two weeks of the due date.

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, 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). Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs.

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.

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

Important Dates:	
January 17	First day of class
January 17-20	Late Registration
January 16	Martin Luther King Jr. Day—University Closed
February 1	Census Day
March 23	Freshmen mid-term grades due
March 13-17	Spring Break (no classes)
March 30	Withdraw course drop deadline
March 31	Cesar Chavez Day (no classes)
April 14	Spring Study Day (no classes)
May 4	Last day of classes; and Complete withdrawal from the University

May 5	Dead Day
TBA	RWS Showcase
May 8-12	Final Exams Check the UTEP finals week calendar for exact dates
May 17	Grades are due in Goldmine

Weekly Schedule (This calendar is subject to change)

- **Handbook:** *reading and other homework can be found in your* Rhetoric and Writing Studies Handbook *and must be completed prior to class meetings.*
- **NFG**- *readings and other homework can be found in your* Norton Field Guide to Writing with Readings *and must be completed prior to class meetings.*
- **Bb** *(Blackboard): readings and other course material can be found on Blackboard and must be completed prior to class meetings.*

WEEK/TOPIC	MONDAY	WEDNESDAY	FRIDAY	DUE All assignment due on Sundays before 10pm (unless otherwise noted)
WEEK 1: **INTRODUCTIONS**	JAN. 16: Dr. Martin Luther King's Birthday NO CLASS	JAN. 18: • Introductions • Review Syllabus • Blackboard Overview • Introduce E-Portfolio Finals Project • QUIZ: RWS 1301 Course Syllabus – on Bb	JAN. 20: • E-Portfolio Workshop • READ - Handbook: Ch. 1 & Ch. 4, Intro and Assignment 1 • READ: "What Makes Good Writing?" • READ: "The Writing Process"	E-PORTFOLIO LINK VIA Bb EMAIL RWS 1301 SYLLABUS QUIZ REFLECTION BLOG 1 ALL DUE BY: 01/22
WEEK 2: **DISCOURSE MAP**	JAN. 23: • READ: Handbook, Assn. 2 (Option 2)– on BB • READ: Swales, J. "The Concept of Discourse Community." • Introduce Discourse	JAN. 25: • YouTube Video: Discourse Communities • Exercise: Discourse Communities • Form Groups	JAN. 27: • READ: Porter, J. "Intertextuality and the Discourse Community." • Discourse Community Workshop Presentation sign-up	

	Community Map Assignment			
WEEK 3: **PREWRITING/ INVENTION**	JAN. 30: • READ: Kain, D. and Wardle, E. "Activity Theory." • READ: NFG, Chs. 5, 6, & 7 (Rhetorical Situations) • Discuss Inquizitive	FEB. 1: • Introduce Semester Topic Proposal Memo and Conference • Genres Exercises • Invention Strategies	FEB. 3: • Discourse Community/Activity System Map Workshop (team work/peer review)	**Inquizitive Quizzing Tool Open**
WEEK 4: **SEMESTER TOPIC**	FEB. 6: • Discourse Community Map Presentations	FEB. 8: • Discourse Community Map Presentations • Semester Topic Proposal Workshop	FEB. 10: • Semester Topic Proposal Conference (must have memo proposal at beginning of class)	**DISCOURSE COMMUNITY MAP – FINAL DRAFT** REFLECTION BLOG 2 **SEMESTER TOPIC PROPOSAL – Revised memo due through Bb** **ALL DUE: 02/12**
WEEK 5: **RHETORICAL/ MEDIA ANALYSIS**	FEB. 13: • Discuss Rhetorical Analysis • READ: Assn. 3 – on Bb • Introduce Media Analysis Assignment • YouTube: Introduction to Ethos, Pathos and Logos –on Bb	FEB. 15: • READ: Advanced Power Tools for Opening Up a Text (website) • Form groups • Letter to President Bush - Bb	FEB. 17: • READ: NFG – Ch. 11 Analyzing texts – 3 advertisements on Bb • Media Analysis Workshop • Presentation sign-up	
WEEK 6: **APA/ PLAGIARISM**	FEB. 20: • Discuss Visual Rhetoric • Form groups • YouTube Video: The Meaning of Teams – on Bb	FEB. 22: • NBC Learn: "The Decline of Grammar" • READ: NFG, Chs. 49, 50, & 53 • Discuss Grammar	FEB. 24: • Media Analysis Workshop (peer review)	**Inquisitive Quizzing Tool DUE: 02/26**

WEEK 7: **MEDIA ANALYSIS PRESENTATIONS**	<u>FEB. 27:</u> • Media Analysis Workshop	<u>MAR. 1:</u> • Media Analysis Presentations	<u>MAR. 3:</u> • Media Analysis Presentations	**MEDIA ANALYSIS – FINAL DRAFT** REFLECTION BLOG 3 **ALL DUE: 03/05**
WEEK 8: **ANNOTATED BIB/ RESEARCH**	<u>MAR. 6:</u> • READ: NFG Ch. 15 – on Bb • READ: Assn. 4 – on BB • Introduce Annotated Bibliography Assignment • Introduce APA formatting	<u>MAR. 8:</u> **LIBRARY/RESEARCH DAY** Meet in library – room 204B	<u>MAR. 10:</u> • Exercises: Compose 2 annotated entries (assignment link) • NFG- APA Style, p 549-596 • Annotated Bibliography Workshop	**Submit 2 annotated entries – Bb** **DUE: 03/12**
WEEK 9: **SPRING BREAK/ ANNOTATED BIB**	<u>MAR. 13:</u> • Spring Break	<u>MAR. 15:</u> • Spring Break	<u>MAR. 17:</u> • Spring Break	**ANNOTATED BIBLIOGRAPHY – FINAL DRAFT** **DUE: 03/19**
WEEK 10: **COMMUNITY PROBLEM REPORT**	<u>MAR. 20:</u> • READ: Assign. 4 – on Bb • Introduce Community Problem Report Assignment	<u>MAR. 22:</u> • Exercise: Community Problem Report • Drafting an outline • NFG – Arguing a position, p 169-182	<u>MAR. 24:</u> • Community Problem Report Workshop	REFLECTION BLOG 4 **DUE: 03/26**
WEEK 11: **COMMUNITY PROBLEM REPORT**	<u>MAR. 27:</u> • Community Problem Report • NFG – Synthesizing Ideas, p 473-477 • NFG – Quoting, Paraphrasing, and Summarizing, p 478-487	<u>MAR. 29:</u> • Community Problem Report Workshop (peer review) • CPR outline • Complete Documentation: APA-style (assignment link) • Presentation sign-up	<u>MAR. 31:</u> **Cesar Chavez Day** **NO CLASS** **(use this time to revise/edit/complete your CPR)**	**(MAR. 30 – COURSE DROP DEADLINE)** **Submit CPR – outline (assignment link)** **Complete Documentation: APA-style (assignment link)**

				All DUE: 04/2
WEEK 12: **COMMUNITY PROBLEM REPORT PRESENTATIONS**	APR. 3: • Community Problem Report Presentations	APR. 5: • Community Problem Report Presentations	APR. 7: • Community Problem Report Presentations	**COMMUNITY PROBLEM REPORT – FINAL DRAFT** REFLECTION BLOG 5 **ALL DUE: 04/09**
WEEK 13: **VISUAL ARGUMENT**	APR. 10: • READ: Assn. 7 – on Bb • Introduce Visual Argument: PSA Assignment • Form groups	APR. 12: • IMovie Workshop	APR. 14: • PSA Workshop	
WEEK 14: **VISUAL ARGUMENT**	APR. 17: • YouTube Video: Same Scene 5 Ways - Bb • PSA Workshop	APR. 19: • PSA Workshop • PSA Examples-Bb	APR. 21: • PSA Workshop • Presentation sign-up	PREPARE TO PRESENT
WEEK 15: **VISUAL ARGUMENT PRESENTATIONS**	APR. 24: • PSA Presentations	APR. 26: • PSA Presentations	APR. 28: • PSA Presentations • Begin working on Reflection Blog 7	**VISUAL ARGUMENT – FINAL DRAFT** REFLECTION BLOG 6 **DUE: 04/30**
WEEK 16: **WORKSHOPS**	MAY. 1: • E-Portfolio Workshop	MAY. 3: • E-Portfolio Workshop • Continue working on Reflection Blog 7 **LAST DAY OF CLASS**	MAY. 5: **DEAD DAY** **NO CLASS**	REFLECTION BLOG 7 **DUE: 05/07**

	MAY. 8:	MAY. 10:	MAY. 12:	E-PORTFOLIO DUE: FRIDAY (May. 12) May. 8-12 FINALS WEEK RWS SHOWCASE – 05/09
WEEK 17: **FINALS**				

WEEK/TOPIC	MONDAY	WEDNESDAY	FRIDAY	DUE *All assignment due on Sundays before 10pm (unless otherwise noted)*
WEEK 1: **INTRODUCTIONS**	*JAN. 16:* *Dr. Martin Luther King's Birthday* *NO CLASS*	*JAN. 18:* • Introductions • Review Syllabus • Blackboard Overview • Introduce E-Portfolio Finals Project QUIZ: RWS 1301 Course Syllabus – on Bb	*JAN. 20:* • E-Portfolio Workshop READ - Handbook: Ch. 1 & Ch. 4, Intro and Assignment 1 READ: "What Makes Good Writing?" • READ: "The Writing Process"	*E-PORTFOLIO LINK VIA Bb EMAIL RWS 1301 SYLLABUS* QUIZ *REFLECTION BLOG 1* *ALL DUE BY: 01/22*
WEEK 2: **DISCOURSE MAP**	*JAN. 23:* *READ: Handbook, Assn. 2 (Option 2)– on BB* • *READ: Swales, J. "The Concept of Discourse Community."* • *Introduce Discourse Community Map Assignment*	*JAN. 25:* • *YouTube Video: Discourse Communities* • *Exercise: Discourse Communities* • *Form Groups*	*JAN. 27:* • *READ: Porter, J. "Intertextuality and the Discourse Community."* • *Discourse Community Workshop* *Presentation sign-up*	
WEEK 3: **PREWRITING/ INVENTION**	*JAN. 30:* *READ: Kain, D. and Wardle, E. "Activity Theory."* *READ: NFG, Chs. 5, 6, & 7 (Rhetorical Situations)* • *Discuss Inquizitive*	*FEB. 1:* *Introduce Semester Topic Proposal Memo and Conference* • *Genres Exercises* • *Invention Strategies*	*FEB. 3:* • *Discourse Community/Activity System Map Workshop (team work/peer review)*	***Inquizitive Quizzing Tool Open***
WEEK 4: **SEMESTER TOPIC**	*FEB. 6:* *Discourse Community Map Presentations*	*FEB. 8:* *Discourse Community Map Presentations* *Semester Topic Proposal Workshop*	*FEB. 10:* *Semester Topic Proposal Conference (must have memo proposal at beginning of class)*	***DISCOURSE COMMUNITY MAP – FINAL DRAFT*** *REFLECTION BLOG 2* ***SEMESTER TOPIC PROPOSAL –***

				Revised memo due through Bb *ALL DUE: 02/12*
WEEK 5: **RHETORICAL/ MEDIA ANALYSIS**	<u>*FEB. 13:*</u> • *Discuss Rhetorical Analysis* • *READ: Assn. 3 – on Bb* • *Introduce Media Analysis Assignment* • *YouTube: Introduction to Ethos, Pathos and Logos –on Bb*	<u>*FEB. 15:*</u> • *READ: Advanced Power Tools for Opening Up a Text (website)* • *Form groups* • *Letter to President Bush - Bb*	<u>*FEB. 17:*</u> • *READ: NFG – Ch. 11 Analyzing texts – 3 advertisements on Bb* • *Media Analysis Workshop* • *Presentation sign-up*	
WEEK 6: **APA/ PLAGIARISM**	<u>*FEB. 20:*</u> • *Discuss Visual Rhetoric* • *Form groups* • *YouTube Video: The Meaning of Teams – on Bb*	<u>*FEB. 22:*</u> • *NBC Learn: "The Decline of Grammar"* • *READ: NFG, Chs. 49, 50, & 53* • *Discuss Grammar*	<u>*FEB. 24:*</u> • *Media Analysis Workshop (peer review)*	**Inquizitive Quizzing Tool DUE: 02/26**
WEEK 7: **MEDIA ANALYSIS PRESENTATIONS**	<u>*FEB. 27:*</u> • *Media Analysis Workshop*	<u>*MAR. 1:*</u> • *Media Analysis Presentations*	<u>*MAR. 3:*</u> • *Media Analysis Presentations*	*MEDIA ANALYSIS – FINAL DRAFT* *REFLECTION BLOG 3* *ALL DUE: 03/05*
WEEK 8: **ANNOTATED BIB/ RESEARCH**	<u>*MAR. 6:*</u> • *READ: NFG Ch. 15 – on Bb* • *READ: Assn. 4 – on BB* • *Introduce Annotated Bibliography Assignment* • *Introduce APA formatting*	<u>*MAR. 8:*</u> **LIBRARY/RESEARCH DAY** *Meet in library – room 204B*	<u>*MAR. 10:*</u> • *Exercises: Compose 2 annotated entries (assignment link)* • *NFG- APA Style, p 549-596* • *Annotated Bibliography Workshop*	*Submit 2 annotated entries – Bb* *DUE: 03/12*
WEEK 9: **SPRING BREAK/ ANNOTATED BIB**	<u>*MAR. 13:*</u> • *Spring Break*	<u>*MAR. 15:*</u> • *Spring Break*	<u>*MAR. 17:*</u> • *Spring Break*	*ANNOTATED BIBLIOGRAPHY – FINAL DRAFT* *DUE: 03/19*

WEEK 10: **COMMUNITY PROBLEM REPORT**	<u>MAR. 20:</u> • *READ: Assign. 4 – on Bb* • *Introduce Community Problem Report Assignment*	<u>MAR. 22:</u> • *Exercise: Community Problem Report* • *Drafting an outline* • *NFG – Arguing a position, p 169-182*	<u>MAR. 24:</u> • *Community Problem Report Workshop*	*REFLECTION BLOG 4* ***DUE: 03/26***
WEEK 11: **COMMUNITY PROBLEM REPORT**	<u>MAR. 27:</u> • *Community Problem Report* • *NFG – Synthesizing Ideas, p 473-477* • *NFG – Quoting, Paraphrasing, and Summarizing, p 478-487*	<u>MAR. 29:</u> • *Community Problem Report Workshop (peer review)* • *CPR outline* • *Complete Documentation: APA-style (assignment link)* • *Presentation sign-up*	<u>MAR. 31:</u> ***Cesar Chavez Day*** ***NO CLASS*** ***(use this time to revise/edit/complete your CPR)***	***(MAR. 30 – COURSE DROP DEADLINE)*** ***Submit CPR – outline (assignment link)*** ***Complete Documentation: APA-style (assignment link)*** ***All DUE: 04/2***
WEEK 12: **COMMUNITY PROBLEM REPORT PRESENTATIONS**	<u>APR. 3:</u> • *Community Problem Report Presentations*	<u>APR. 5:</u> • *Community Problem Report Presentations*	<u>APR. 7:</u> • *Community Problem Report Presentations*	***COMMUNITY PROBLEM REPORT – FINAL DRAFT*** *REFLECTION BLOG 5* ***ALL DUE: 04/09***
WEEK 13: **VISUAL ARGUMENT**	<u>APR. 10:</u> • *READ: Assn. 7 – on Bb* • *Introduce Visual Argument: PSA Assignment* • *Form groups*	<u>APR. 12:</u> • *IMovie Workshop*	<u>APR. 14:</u> • *PSA Workshop*	
WEEK 14: **VISUAL ARGUMENT**	<u>APR. 17:</u> • *YouTube Video: Same Scene 5 Ways - Bb* • *PSA Workshop*	<u>APR. 19:</u> • *PSA Workshop* • *PSA Examples- Bb*	<u>APR. 21:</u> • *PSA Workshop* • *Presentation sign-up*	*PREPARE TO PRESENT*

WEEK 15: **VISUAL ARGUMENT PRESENTATIONS**	<u>APR. 24:</u> • *PSA Presentations*	<u>APR. 26:</u> • *PSA Presentations*	<u>APR. 28:</u> • *PSA Presentations* • *Begin working on Reflection Blog 7*	***VISUAL ARGUMENT – FINAL DRAFT*** *REFLECTION BLOG 6* ***DUE: 04/30***
WEEK 16: **WORKSHOPS**	<u>MAY. 1:</u> • *E-Portfolio Workshop*	<u>MAY. 3:</u> • *E-Portfolio Workshop* • *Continue working on Reflection Blog 7* **LAST DAY OF CLASS**	<u>MAY. 5:</u> ***DEAD DAY*** ***NO CLASS***	*REFLECTION BLOG 7* ***DUE: 05/07***
WEEK 17: **FINALS**	<u>MAY. 8:</u>	<u>MAY. 10:</u>	<u>MAY. 12:</u>	***E-PORTFOLIO*** ***DUE: FRIDAY (May. 12)*** ***May. 8-12*** ***FINALS WEEK*** ***RWS SHOWCASE – 05/09***