Rhetoric and Writing Studies RWS 1301

CRN: 25071
Meeting Days/Times: T & TH 9:00 – 10:20
Place: UGLC 236

Instructor Information: Andrea Berta
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Office: Education 205
Office Hours: Wednesdays 9:30 – 10:30 in Education 205; Mondays & Wednesdays 10:30 – noon in Education 314A; and Thursdays 10:30 – 11:20 in Education 205. Office hours are available by appointment at other times as well. Students are welcome to stop by at any time to see if I am available.

Course Description

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.

Learning Outcomes

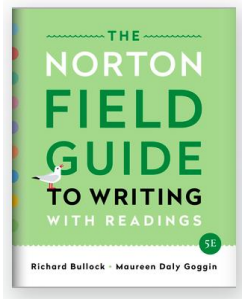
At the end of this course, students will:

- 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.

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.

Required Texts & Materials

Bossie, R., & LaPrade, P. (2019). ***The first-year composition handbook, 19th ed.*** An e-book available through the UTEP Bookstore.



Bullock, R., & Daly Goggin, M. (2019). ***The Norton Field Guide to Writing with Readings*** **(5th ed.)** Available at the UTEP Bookstore.

Suggested Materials for this course:

- **Flash drive/Thumb drive** *to quickly save work for this course*
- **Notebook** for this course only--*in which to take notes*
- **Planner** *to keep all assignments for all courses organized*

The next section is 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.

Course Assignments

Assignment #1: (100 pts.) **E-portfolio Website/Blog:** Maintain a reflection blog and develop an E-Portfolio.

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

Assignment #3: Choosing a Topic for the Semester (as part of the participation points)

Assignment #4: Rhetorical Analysis (100 points)

Textual/Rhetorical Analysis and Visual Analysis assignments (two separate assignments, 50 pts each)

Assignment #5 Annotated Bibliography (100 points)

Assignment #6 Global Issues Report (100 pts)

Assignment #7 Visual Argument (150 points): Infograph(ic)

Assignment #8 Visual Argument Presentation (50 points)

Participation in Class and Online. Class Participation/Attendance and other work as assigned by the instructor.

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**

University and Instructor Policies

This course is designed to engage you through discussions in class and Bb. I hope you actively participate in this course because I have found it is the best way to engage you in learning.

Course Delivery:

- 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 (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 affect your ability to turn in assignments on time.

Submitting Work:

- All work will be submitted through our Bb course shell.
- Since Bb comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA format unless directed otherwise. Microsoft Word is available to students at all campus computers and through the Cloud.
- Be sure to name each submitted assignment with your first name, last name, and an abbreviation of the assignment.
    - For example:

        janemartinez rhetanalysis draft

        janemartinez rhetanalysis final

Due Dates for Major Assignments: All major assignments will be due at the time listed on the assignment.

Late Work:

- It is important to submit work before deadlines for full credit and feedback.
- Major assginments will have the score reduced by one letter grde for each day late.
- Students have 48 hours to submit a late major assignment.
- If you know that you will not be able to meet the due date deadline, it is important that you discuss this situation with your instructor in advance.
- Some work, especially participation exercises and blog posts, *cannot* be accepted late because of the nature of the work.
- Consult with your instructor before you make the choice to ignore an assignment. It is usually NOT advisable to skip any assignments if you are serious about increasing your knowledge as a result of taking any course. One assignment generally builds on the knowledge and skills gained from completing a previous assignment.

Classroom Etiquette:

- 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).

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 (2019-2020).** 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 twice a week, **if you are absent from more than four classes** (= two weeks), **you may be dropped from the course**.
- Missing a scheduled conference with the instructor constitutes an absence.

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 Dean of Students page for more information on Academic integrity.

Accommodations: 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. 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 and Academic Advising Center.

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

Military Students:

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

Important Dates for this Semester:

January 21	First day of class
Aug 21-24	Late registration period
Feb 5	Census Day. Last day to register. Drop students who have not come to class.
March 16-20	Spring Break
March 21	Freshmen mid-term grades due
March 27	Cesar Chavez Holiday – No classes
April 3	Drop Date-last day to drop student with a W
April 10	Spring Study Day – No classes
May 7	Last day of classes
May 8	Dead Day--Day between last class day and start of finals, no class
May 11-15	Final Exams. Check the UTEP finals week calendar for your course
May 21	Grades are posted

Please make note of office hours and email, and reach out to me if you need to. I look forward to guiding your learning this semester!

Weekly Schedule (Provisional -- Subject to change)

This calendar is meant as a general guide. Specific assignments will be made on a daily/weekly basis on Blackboard. Be sure to check Blackboard regularly to keep up with assignments.

Texts:

Norton Field Guide to Writing with Readings (NFG)

The First-Year Composition Handbook (Handbook)

Week 1

Topic: *Class Introduction. Review the syllabus and materials on Blackboard. Introduce the E-Portfolio Assignment.*

Readings:

a. *NFG: Ch. 1, 2, 9, & 34.*
b. *HANDBOOK* Introduction to RWS 1301; Assignment #1: E-Portfolio/Blog
c. *Hocks, M. (2003). Understanding visual rhetoric in digital writing environments. College Composition and Communication 54(4), 629-56.*

Writing: *a. Syllabus Quiz, b. Introduction (Post)*

Week 2

Topic: Discourse Community Assignment

Readings:

a. Swales, John. "The Concept of Discourse Community" Genre Analysis : English in Academic and Research Settings. Boston: Cambridge UP. (1990) 21-32, Print.

https://icapwow.files.wordpress.com/2014/08/swales-the-concept-of-discourse-community.pdf

b. NFG: Ch. 5-8

c. *HANDBOOK:* Assignment #2, Discourse Community Project

Writing: E-Portfolio Shell Due

Week 3

Topic: Prewriting / Invention

Readings: a. NFG Ch. 27-33

Writing: Community Discourse Map DUE

Week 4

Topic: Choosing a Topic for the Semester/Rhetorical Analysis

Readings:

a. NFG Ch. 20, 21, & 25

b. HANDBOOK: Assignments 3 (Choosing a Topic) & 4 (Rhetorical Analysis)

Writing: a. Rhetorical Analysis Proposal DUE/ Topic for the Semester;
b. Community Discourse Assignment Reflection

Week 5

Topic: Rhetorical Analysis Assignment

Readings:

a. NFG: Ch. 11, 16, 35, & 36

b. HANDBOOK: Assignment 4, Rhetorical Analysis

Writing: Work on Draft of Rhetorical Analysis

Week 6

Topic: Peer Review

Readings:

a. NFG Ch. 28

b. Eli Review. Feedback and Revision. http://elireview.com/content/td/feedback/

Writing: Draft of Rhetorical Analysis Assignment DUE

Week 7

Topic: Revision

Readings:

a. Review NFG Ch. 32

b. Eli Review. The Basic Revision Moves, Part 2. http://elireview.com/content/td/revision/

Writing: Rhetorical Analysis Final DUE/ Assignment Reflection for E-Portfolio

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Week 8

Topic: Global Issues Report

Readings:

a. NFG: Chs. 12, 14, 47 & 48
b. HANDBOOK: Assignment #6: Global Issues Report
c. Readings: Cushman, E. (1996). The rhetorician as an agent of social change. College Composition and Communication, 47(1), 7-28.

Writing: Global Issues Proposal DUE

Week 9

Topic: Research/Annotated Bibliography (Library Visit)

Readings:

a. NFG: Ch. 15, 49; Wikipedia as a Site of Knowledge Production: pp. 816-822

b. HANDBOOK: Assignment #5: Annotated Bibliography

c. Flower, L. & Heath S.B. (2000). Drawing on the local: Collaboration and community expertise. Language and Learning Across the Disciplines, 4(3), 43-55.

Writing: Draft the Annotated Bibliography

Week 10

Topic: Annotated Bibliography/APA/Plagiarism

Readings:

a. NFG Ch. 50, 51, 52, 53 & 55 and Is Google Making Us Stupid? Pp. 789-803

b. DeVoss, D., & Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. Computers & Writing, 19(2), 191-204.

Writing: Annotated Bibliography DUE

Week 11

Topic: Argument / Opinion

Readings:

a. NFG Ch. 13 and "An Outbreak of the Irrational" pp. 808-813

Writing: Work on Global Issues Report Draft

Week 12:

Topic: Peer Review Global Issues Report/Introduce Visual Argument Assignment

Readings:

a. NFG Chs. 57, 58

b. HANDBOOK: Assignment 7, Visual Argument

Writing: Group Contract and Visual Argument Proposal

Week 13:

Topic: Visual Rhetoric, Technology and Visual Argument Assignment Cont'd

Readings:

Writing: a. Global Issues Report Final Draft DUE, b. Storyboard or Outline for Visual Argument

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Week 14:

Topic: Visual Argument Presentation/Revisit the E-Portfolio

Readings:

a. Levack, K. (2006). Talking head to rockstar. Successful Meetings, 55(13).

b. NFG: Ch. 60

c. *HANDBOOK: Assignment 8*, Visual Argument Presentation

Writing: E-Portfolio Reflection for Global Issues Report

Week 15

Topic: Presentations of Visual Argument/Course Evaluations

Readings: N/A

Writing: Visual Argument DUE/E-Portfolio Visual Argument Reflection

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***Finals Week**: E-Portfolio DUE*