

Welcome to University 1301- Educate Yourself and Take Action

Section #: 18835; Days Monday and Wednesday @ 4:30-5:50 p.m.; Liberal Arts Building 122



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Classmate Name & Phone #

Classmate Name & Phone #

Important Dates for this Semester

Aug 26th: Fall Classes begin

Aug 26th-30st: Late Registration

Sept. 2nd: Labor Day Holiday: University Closed

Sept. 11th: Census Day

Nov. 1st: Fall Drop/Withdrawal Deadline

Nov 28th -29th : Thanksgiving Holiday:

Dec 5th: Last day of classes

Dec 6th: Dead Day

Dec 9th-13th: Final Exams

Course Description

This class will encourage a sense of community responsibility through the education and research of a controversial issue that is important to the individual student. Students will be able to find a place to lend an informed voice and advocate for an issue of their choice. In this class, students will be introduced to rhetoric to enhance critical thinking by analyzing text, videos, and persuasive speeches. Students will learn how to educate themselves on a multi-sided issue in order to have a more informed opinion and, in turn, effectively advocate for change. Through exploration of different forms of communication, using a variety of genres, students will complete assignments designed to help them develop their voice and make a difference in their communities.

University 1301 Goals

- **Goal 1.** Students will develop and apply elements of leadership through effective individual participation and meaningful team collaboration to empower them to be agents of change.
- **Goal 2.** Students will examine the roles and responsibilities crucial for their success in college and beyond.
- **Goal 3.** Students will identify, assess, and build on their strengths and to develop academic and transitional strategies necessary for success in their academic, career, and life goals.
- **Goal 4.** Students will engage in research and critical thinking activities that demonstrate their ability to effectively integrate their learning within, across, and beyond academic settings.
- **Goal 5.** Students will engage in campus and community activities to increase their sense of academic and social belonging.

Course Theme Learning objectives:

Students will be able to:

- Communicate information effectively using a variety of tools, media and genres (oral, written, multi-modal) in varied contexts for a variety of purposes.
- Draw on existing knowledge to create “new” or “transformed” knowledge.
- Research information effectively and apply it to various assignments.
- Become familiar with the UTEP Library to learn transferable skills.
- Become familiar with the processes of primary and/or secondary research (how to find, evaluate, and incorporate research).
- To practice and develop writing processes pertaining to invention, revision, organization, drafting, editing, and adjusting for rhetorical situation (purpose, audience, etc.).
- Reflect and assess their interests, abilities, responsibilities, cultural understanding, and ethics in order to more effectively pursue their academic, career, and life goals.
- Develop critical thinking skills for independent reflection and to improve the understanding of beliefs, judgments, and life decisions.

Readings

Kropp, J, & Spradley, J (Eds.). (2019). *Borders: Crossing into your future*. Plymouth, MI: Hayden-McNeil Publishing. 8th edition

Materials to succeed in this class

- You need an active e-mail address, access to Blackboard, and your UTEP email account.
- You need to use your Microsoft Office 365 One Drive account for note taking, collaboration, and cloud service to back up your coursework files.
- You will need to bring a mobile device: such as a laptop, tablet, or phone.
- A daily/weekly/ monthly calendar to plan ahead for your readings, assignments, exams, and activities for this and other courses.

Resources

Academic Writing:

For help with writing any assignments for this course, please visit the University Writing Center located in the UTEP library Room 227, <http://academics.utep.edu/writingcenter> , (915) 747-5486.

Research:

UTEP librarians are here to help you so please visit them for assistance if you should need it.

Computer Labs:

There are several computer labs on campus that you may use to access the course materials, complete assignments, print readings, directions, and assignments, as well as communicate with your peers and the instructor via the Blackboard course shell. Please call the main number at 747.5000 for information on lab locations and hours. Using the computer labs on campus and the class website allows you to complete and submit all work on time and keep up to date with communication and the course.

Policies and Other Important Information

Due Dates:

All assignments are due as directed in class; **no late work is ever accepted on assignments less than 100 points. Assignments that are worth 100 points or higher will be accepted up to one week late with a deduction on points.** Assignments must be submitted through our class website on due dates set by instructor. In the case of absences due to an official UTEP team/group activity with advance notification and supporting documentation from the coordinating department, arrangements must be made to submit all work early before a scheduled absence.

Scholastic Dishonesty [From the Handbook of Operating Procedures: Student Affairs]:

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and 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, any act designed to give unfair advantage to a student or the attempt to commit such acts.

Plagiarism [From the Handbook of Operating Procedures: Student Affairs]:

Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors.

Attendance Policy:

This syllabus only provides a general description of assignments—specific details and due dates that will enable the student to succeed in this class will always be given verbally in class. Missing instructions or due dates is not an excuse and may cause the student to not understand what is required; consequently, causing poor grades.

Drop Policy:

The instructor reserves the right to drop a student for lack of attendance [**more than four unexcused absences before the drop date**], The instructor reserves the right to drop a student for lack of attendance and participation, or a lack of work turned in. If at any time a student decides to drop the course, it is the student's responsibility to do so. If you drop before the UTEP drop deadline, you will receive a "W". If you drop yourself or are dropped by the instructor after the deadline, you will receive an "F."

Online Policies for Blackboard:

- You are required to check Blackboard daily for messages, updates and assignments.
- Respect and courtesy must be provided to fellow classmates and the instructor at all times, in all contexts. No harassment or inappropriate postings will be tolerated.
- Be professional and careful in what you say about others.
- When reacting to someone else's message, address and focus on the ideas, not the person who posted them.
- Be careful when using sarcasm and humor. Without face-to-face communications your joke may be viewed as criticism.

Classroom Courtesy:

Please be on time and stay in class the entire period as a courtesy to the instructor and other students. Students are expected to conduct themselves in a considerate manner, which includes not talking over the instructor or other students, the use of cell phones, computers, and other electronic devices.

Student Conduct: [From the Handbook of Operating Procedures: Student Affairs]

All students are expected and required to obey federal, state, and local laws, to comply with the Regents' Rules and Regulations, with The University of Texas System and University rules and regulations, with directives issued by an administrative official of the U.T. System or The University of Texas at El Paso in the course of his or her authorized duties, and to observe standards of conduct appropriate for an academic institution.

Students with Disabilities:

I will make any reasonable accommodations for students with limitations due to disabilities, including learning disabilities. Please see me personally in the first two weeks to discuss any special needs you might have. If you have a documented disability and require specific accommodations you will need to contact the Center for Accommodations and Special Services (CASS) in the East Union Bldg., Room 106 within the first two weeks of classes. CASS can also be reached in the following ways: Web: <http://www.utep.edu/cass>; Phone: 747-5148; Fax: 747-8712; Email: cass@utep.edu

Equity Statement:

All persons, regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. This includes inappropriate comments about the above mentioned in class or in confidence. Any problems with or questions about harassment can be discussed confidentially with your instructor.

Syllabus Change Policy:

Except for changes that substantially affect the evaluation (grading) statement, this syllabus and the course calendar is a guide for the course and is subject to changes.

Copyright Policy:

Some of the materials in this course are copyrighted. Violation of US copyright law can result in civil damages up to \$100,000 for each work copied. Copying of textbooks is not "fair use" under the Copyright Act. The "fair use doctrine" only permits non-commercial copying of part (in general, not more than 10%) of a copyrighted work. Do not bring a copied textbook to this class. Your cooperation is expected. Presentation material including music, images, and video may also be subject to copyright. For the purposes of this course, only use material that you have express permission to use (or is considered fair use). You can view a guideline for fair use from the UT system at <https://www.utsystem.edu/offices/general-counsel/intellectual-property>

UTEP Final Exam Policy [From the 2017-18 UTEP Undergraduate Catalog]:

Exemption from final examinations cannot be given. Final examinations are scheduled to be two hours, forty-five (45) minutes in length and take place during the final examination period. It is the policy of the University not to administer a second final examination in a course. It is also University policy that students shall not have more than two final examinations in a single day. In the unlikely event that the examination schedule results in a student having three final examinations on a single day, the faculty member upon the request of the student shall reschedule the second of that student's three examinations.

Course Assignments and 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) 599-0 (F)

Participation Points:

You will have a series of activities that will be included as part of your participation in class. You will need to be in attendance to participate. This could be through class discussions, writing prompts, meeting with the peer leader, etc. **250 points**

Borders Discussions:

- You will have a series of discussions based on the readings and classroom discussions of *Borders: Crossing into your Future*. You will be given an activity to participate. (Part of participation)

Group Topic Proposal and contract for Semester:

- Students as a group 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 the instructor. Full assignment sheet will be given by instructor and housed in Blackboard. (Part of participation)

Library Assignments:

- You will be required to complete the Library Module, complete quizzes, participate in a scavenger hunt, and attend two sessions with a librarian. (Part of participation)

Let's Discuss:

- You will have a series of writing assignments based on required videos that will help you reflect on the importance of finding and using your voice. (Part of Participation)

What's My Edge? Presentation:

- Students will read, discuss, and create a short video reflecting on their identity and assets that make them who they uniquely are. Students will discuss identity assets that give them an edge towards academic, social, and professional goals. Students will share these videos in a presentation. Full assignment sheet will be given by instructor and housed in Blackboard. **50 points**

Reflections and Analysis:

- You will be required to submit two weekly reflections and analysis based on a film and virtual visit to a Holocaust Museum. You will be given a specific writing cue or instructions to guide each reflection and analysis. Due dates and instructions for each discussion will be given on Blackboard. **60 points**

Career Assignments:

- You will be required to complete Choices 360, write a resumé with the Star statements, and create an infographic that puts a plan into action. Full assignment sheet will be given by instructor and housed in Blackboard. **90 points**

Attending 2 Campus Events

- You will be required to attend two events at UTEP of your choice that are social, cultural, or intellectual. Students will be given instructions for a creative assignment to document and reflect on the experience. **50 points**

Group Project Part 1: Advocacy Website:

- Students as a group will create, design, and maintain an advocacy website about their social, political, or ethical issue. This will include all group projects from the online report, annotated bibliography, writing to convince, and the advocacy video. It needs to be visually appealing and considerate of an online audience. **100 points**

Group Project Part 2: Online Report:

- Students will research on a social, political, or ethical issue to become well-informed experts on the issue that they choose as a group. Students will generate unbiased research questions then write an online report of these sources to summarize and synthesize the arguments and ideas of the research sources and produce an annotated bibliography that they will build together. Students will also be responsible for providing visual appeal, titles, and research to their chosen topic. Full assignment sheet will be given by instructor and housed in Blackboard. **100 points**

Group Project Part 3: Writing to Convince and Solve Problems

- Students will create an Online Opinion Piece where they will propose a solution to the groups social, political, or ethical issue. **100 points**

Group Project Part 4: Public Service Announcement

- For this assignment, the group will plan, write, film, and edit a advocacy video that creates awareness and advocates for a change in thinking or behavior concerning the groups social, political, or ethical issue. **150 points**

Group Presentation for Public Service Announcement

- For this assignment, the group will present on their advocacy website and show video that discusses the major elements and thought process that went behind their creation of the website. **50 points**

UNIV 1301 End-of-Semester Survey: Required

UNIV 2019 Course Calendar- May be subject to change

Week One at a Glance: (Aug 26-Sept 1)

- Course Introduction, review of syllabus, and Getting to know each other activities
- Introduce What's My Edge Project
- Borders Discussions on Chapter 1 "The UTEP Edge: Talented Students, Engaging Experiences, and Lifelong Success" and Chapter 10 "The Difference Between College and High School"
- Begin thinking/ drafting What's My Edge Project

Week Two at a Glance: (Sept 2-Sept 8)-*Sept. 2--Labor Day [University Closed]

- Borders Discussions on Chapter 6 "Academic Resources"
- Let's Discuss #1
- Discuss Literacy Module
- **Complete the Information Literacy Module and take all three quizzes on Tuesday by 11:59 pm**
- **What's My Edge Project due Sunday by 11:59 pm** *will leave open until before first class

Week Three at a Glance: (Sept 9-Sept 15)

- **Edge Project Presentations in class**

Library Presentation

Week Four at a Glance: (Sept 16-Sept 22)

- **Finish left over Edge Project Presentations**
- Introduction to Rhetoric and Analysis
- Introduction on reflection and analysis assignments.
- Thinking about Topics and Group roles
- **Group Contracts and Proposal due on Friday by 11:59 pm**
- Let's Discuss #2

Advisor Presentation

Week Five at a Glance: (Sept 23-Sept 29)

- Watch film for analysis
- **Reflection and Analysis #1 due Sunday by 11:59 pm**
- Introduction to Group Project Part 1: Advocacy Website
- **Start to create a website as a group- link due on Thursday by 11:59 pm**

Workshop in Library

Week Six at a Glance: (Sept 30-Oct 6)

- Introduction to Group Project Part 2: Online Report
- Borders Discussions on Chapter 4 "Mining for Success I: Preparing to Learn"
- Group Project Part 2: Begin Online Report
- **Reflection and Analysis #2 due on Sunday by 11:59 pm**

Library Presentation

Week Seven at a Glance: (Oct 7-Oct 13)

- Discussions on Online Reports examples, rubrics, and grading
- Let's Discuss #3
- Borders Discussions on Chapter 5 "Mining for Success II: Mining the Grade" note taking-writing skills section
- Continue to work on Group Project Part 2 it is due next week

Week Eight at a Glance: (Oct 14-Oct 20)

- Borders Discussion on Chapter 7: Avoiding Hazards Along the Way
- **Peer Review Part 2: Online Report due second class**

- **Group Project Part 2: Online Report due Sunday by 11:59 pm**

Midterm Conferences with Professor is mandatory, and you must be on time

Week Nine at a Glance: (Oct 21-Oct 27)

- Introduction to Group Project Part 3: Writing to Convince and Solve Problems
- Let's Discuss #4
- Library Scavenger Hunt Due
- **Group Project Part 3: Writing to Convince and Solve Problems due Sunday by 11:59 pm**

Week Ten at a Glance: (Oct 28-Nov 3)

- Introduction to Group Project Part 4: Advocacy Video
- Discussions on Advocacy examples, rubrics, and grading
- Let's Discuss #5
- Start thinking as a group plans for the Advocacy Video

Workshop in Library 336

Week Eleven at a Glance: (Nov 4-Nov 10)

- Borders Discussions on Chapter 5 "Mining for Success II: Mining the Grade" Public Speaking and Oral Presentations Section
- Let's Discuss #6
- Continue working on group Advocacy Video

I-Movie Presentation UGLC 306

Week Twelve at a Glance: (Nov 11-Nov 17)

- Borders Discussion on Chapter 9 "Career Planning" and Chapter 10 "Money Matters for the UTEP Student"
- PowerPoint on Choices 360
- Let's Discuss #7
- **Complete Choices 360 and Assignment due Sunday at 11:59 pm**

Workshop in Library 204A

Week Thirteen at a Glance: (Nov 18-Nov 24)

Presentation Week where groups will showcase your Group Advocacy Video and Website

- Let's Discuss #8
- **Group Advocacy Video due before the first class**
- **Group Advocacy Website due before the first class**
- **Fill out Group Member Evaluations due on Thursday at 11:59.**

You will be receiving an invitation to complete the ESP Student Feedback Survey online in the next few weeks. This is a required assignment. IT will notify me when you have completed the survey but will not show me your responses.

Week Fourteen at a Glance: (Nov 25-Dec 1) *Nov. 28-29 —Thanksgiving Break

- Discussions on Resume with Star Statements
- Let's Discuss #9 for homework due Wednesday by 11:59 pm
- Resume Worksheet-Resume w/ Star Statements due Sunday by 11:59 pm

Career Center Presentation

Week Fifteen at a Glance: (Dec 2- Dec 8) *Dec 6th - Dead Day

- Final Project: Present and Future Assignment
- Let's Discuss #10
- Present and Future Assignment due Sunday by 11:59 pm

Entering Student Research and Creative Projects Showcase is on December 7 from 1-4 in the Tomas Rivera Conference Center.

Week Sixteen at a Glance: (Dec 9- Dec 13) Final Exams Week -Grades available online on BB
