

# RWS 1302: Rhetoric and Writing Studies



**CRN: 24161**

**Meeting Time/Day/:** Friday 7:30-8:50

**Place:** UGLC 234

**Instructor:** Christine Endlich

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**Phone:** 747-7073

**Office:** Worrell 110

**Office Hours:**

Monday: 2:00-4:20 pm

Wednesday: 2:00 -2:40 pm

Friday: 9:00-12:00 pm

## Course Description

The primary goal of RWS 1302 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.

The class presents an approach to communication that helps students determine the most effective strategies, arrangements, and media to use in different rhetorical contexts. It teaches students a systematic approach for analyzing rhetorical situations and then producing a variety of documents and presentations while gaining more confidence and fluency in visual, oral, and written communication. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.

## 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 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.

Students will also have the opportunity to strengthen skills sets in the following areas:

- Think, read, and write critically;
- Formulate research questions and perform primary and secondary research to answer those questions;
- Become familiar with the contents of the UTEP Library, in a variety of forms and areas of professional study (e.g. the arts, humanities, sciences, nursing, social sciences, business, engineering, and education);
- Analyze and synthesize material from outside sources;
- Develop a sensitivity to the significance of data and how it can be rhetorically applied to various genres; and,
- Apply research to various genres;
- Master documentation within a discipline (APA);
- learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material); write analytical and argumentative papers appropriate to genres and larger discourse communities.

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:



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

Fourzan, J. Ed. (2018). *The First-Year Composition Handbook*. (An e-book available through the bookstore or through the publisher Follet/VitalSource.  
ISBN: 978-0-692-75953-0


- Regular access to a computer, Blackboard, and your UTEP email account.
- Cloud service or flash drive to back up your coursework files. (Keep these until final grades are posted for the semester.)

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.


**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 and below = F


 **Topic Proposal for Semester:** 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 the instructor.




 **Website Genre Analysis:** Students will complete two assignments on their website to prepare them for the Genre Analysis. Students will be choosing your genres; analyzing specialized genres; and analysis outline assignment

 **Genre Analysis:** Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. This will be submitted (rough and final drafts) to, and graded by, the instructor. **100 pts.**


 **Website Research for Literature Review:** This is a series of assignments that will help you develop a structure for part your website. As part of this assignment you must generate 3-4 research questions and begin to find sources for the Literature Review/Research Report. Students will also be responsible for providing visual appeal, titles, and research to their chosen topic.

 **Literature Review / Primary Research Report:** 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. This will be submitted (rough and final drafts) to, and graded by, the instructor. **200 pts.**

 **Advanced Visual Argument Outline Activities:** Students will submit an outline to show the persuasive purpose and argumentative structure for the project. Complete the persuasive purpose worksheet, the developing reasons for advocacy, and gathering evidence to support reasons.]

- **Advanced Visual Argument: Documentary Film 200 pts.**




 **E-Portfolio Reflection Website/Blog:** Students will create, design, and maintain an academic profile in the form of an e-portfolio website that includes reflections on their course work, major assignments and composing processes.

- **Option 1: Advocacy Website w/ Online Opinion Piece 100 pts.**



**Class Presentation:** Students will present their visual argument to the class. The instructor will grade this presentation. **50 pts.**



 • **Participation in Class:** Because this is a hybrid class, participation in-class **and** online is mandatory. The activities included in this category ensure that students learn the material and help them to compose effective projects. This score will include, attendance, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. **200 pts.**



**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 is taught as a **hybrid class**—with one face-to-face meeting for lecture and discussion, and the rest of the course utilizing a management system such as Blackboard, a Wiki, or a class website depending on the instructor. It is vital for you to regularly check your UTEP email and course content.
- Students should allocate sufficient time for the class projects and work. The general rule for all classes is that students spend two hours working outside of class for each class credit. Because this is a 3-hour class, expect to spend 6 hours doing researching and writing each week, but since the class only meets for 1.5 hours a week, add the additional 1.5 hours to the 6 for a total of 7.5 hours.
- This course is technology enhanced, and all of the supplementary material for the class will be delivered via Blackboard. It is strongly recommended that students have access to 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.

**Due Dates for Major Assignments:** All major assignments will be due on **Sundays** at midnight.

**Late Work:** It is important to submit work before deadlines for full credit and feedback. I will not accept late work. The modules will be open at the beginning of the week and will close after the due date and time. Make sure to plan ahead and get your work in on time.

**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.
- 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. (For further information regarding excused absences refer to UTEP's Catalog Curriculum and Classroom Policies. Students are expected to sign in weekly 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 week, **if you are absent from more than two classes or missing two weeks' worth of assignments (= 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. Visit the Office of Dean of Students Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs.

**Accommodations:**

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to visit the Center for Accommodations and Support Services (CASS) in room 106, Union East Building or contact them at 747-5148 or [cass@utep.edu](mailto:cass@utep.edu). If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Counseling Center, Military Student Success Center 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:**

- Jan 22 First day of class
- Jan 22-25 Late Registration
- Feb. 6 Census Day – Drop students who have not come to class
- Freshmen mid-term grades due
- March 18-22 Spring Break
- March 29 Cesar Chavez Holiday-no classes
- April 5 Drop Date, last day to drop a student with a W deadline
- April 19 Spring Study Day
- May 9 Last day of classes and complete withdrawal from the University
- May 10 Dead Day, day between last class day and start of finals, no class
- May 13-17 Final Exams. Check the UTEP finals week calendar for your course.
- May 23 Final grades are posted.

Visit <https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html> for important dates.

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 Calendar: Subject to change

**WIT Reader** = *Writing in Transit*. Denise. K. Comer. (2015). Southlake, TX: Fountainhead Press.

ISBN:978-1-59871-803-4.

**FYC Handbook**= *The First-Year Composition Handbook* (e-book)

All major assignments will be submitted to Blackboard. Follow your weekly modules for exact due dates.

Week	Readings	Assignments
Week 1	<ul style="list-style-type: none"> <li>• WIT Reader= <b>Ch. 1</b></li> <li>• FYC Handbook=<b>Intro to RWS 1302/Course Overview</b> (194-203)</li> </ul>	<ul style="list-style-type: none"> <li>• Getting Started</li> <li>• Introductions</li> <li>• Go through Module 1</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• WIT Reader= <b>Ch. 2</b></li> <li>• FYC Handbook= <b>Assignment #1: Option B: Advocacy Website</b> (211-218)</li> </ul>	<ul style="list-style-type: none"> <li>• Let’s Discuss #1</li> <li>• Topic Choice Due</li> <li>• Create New Website</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• WIT Reader= <b>Ch. 7</b></li> <li>• FYC Handbook=<b>Assignment #2: Genre Analysis</b> (227-239) <b>Documentation Style sand Avoiding Plagiarism</b> (77-94)</li> </ul>	<ul style="list-style-type: none"> <li>• Let’s Discuss #2</li> <li>• Draft: Iconography Analysis Web: Iconography Analysis</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• WIT Reader= <b>Ch. 7</b></li> <li>• FYC Handbook=<b>Assignment #2 Genre Analysis</b> (227-239) <b>Documentation Style sand Avoiding Plagiarism</b> (77-94)</li> </ul>	<ul style="list-style-type: none"> <li>• Let’s Discuss #3</li> <li>• Draft: Typography Analysis</li> <li>• Web: Typography Analysis</li> </ul>

Week 5	<ul style="list-style-type: none"> <li>• FYC Handbook= <b>Chapter Two, Revision, Style, and Grammar</b> (32-40)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Peer Review: Genre Analysis</b></li> <li>• <b>Genre Analysis Due</b></li> <li>• <b>E-Portfolio: GA Reflection</b></li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• WIT Reader= <b>Ch. 3-4</b></li> <li>• FYC Handbook= <b>Assignment #3 Literature Review/Research Report</b> (240-266)</li> <li>• <b>Chapter Three Research, Libraries, and Technology.</b> (59-76)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Let's Discuss #4</b></li> <li>• <b>Draft: First Section</b></li> <li>• <b>Web: First Section</b></li> </ul>
Week 7	<ul style="list-style-type: none"> <li>• WIT Reader= <b>Ch. 5-6</b></li> <li>• FYC Handbook= <b>#3 Literature Review/Research Report</b> (240-266)</li> <li>• <b>Chapter Three Research, Libraries, and Technology.</b> (59-76)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Let's Discuss #5</b></li> <li>• <b>Draft: Second Section</b></li> <li>• <b>Web: Second Section</b></li> </ul>
Week 8	<ul style="list-style-type: none"> <li>• WIT Reader= <b>Ch. 11</b></li> <li>• FYC Handbook= <b>#3 Literature Review/Research Report</b> (240-266)</li> <li>• <b>Chapter Three Research, Libraries, and Technology.</b> (59-76)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Let's Discuss #6</b></li> <li>• <b>Draft: Third Section</b></li> <li>• <b>Web: Third Section</b></li> <li>• <b>Primary Research and Graphic Image</b></li> </ul>
Week 9: Spring Break	March 18-22	

Week 10	<ul style="list-style-type: none"> <li>• WIT Reader= <b>Ch.12</b></li> <li>• FYC Handbook <b>Chapter Two, Revision, Style, and Grammar</b> (32-40)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Peer Review: Literature Review</b></li> <li>• <b>Literature Review Due</b></li> <li>• <b>E-Portfolio: LR Reflection</b></li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• WIT Reader= <b>Ch. 8</b></li> <li>• FYC Handbook= <b>Assignment #4: Advanced Visual Argument-Option A Documentary Film</b> (251-260)</li> <li>• <b>Assignment #5: Presentation of the Advanced Visual Argument</b> (283-289)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Let's Discuss #7</b></li> <li>• <b>Documentary Story Board</b></li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• WIT Reader= <b>Ch. 9</b></li> <li>• FYC Handbook= <b>Creating an Op-Ed</b> (219-226)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Let's Discuss #8</b></li> <li>• <b>Op-ED Draft Due</b></li> <li>• <b>Work on Documentary</b></li> </ul>
Week 13	<ul style="list-style-type: none"> <li>• FYC Handbook= <b>Assignment #4: Advanced Visual Argument-Option A Documentary Film</b> (251-260)</li> <li>• <b>Assignment #5: Presentation of the Advanced Visual Argument</b> (283-289)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Let's Discuss #9</b></li> <li>• <b>Finish Documentary</b></li> </ul>
Week 14/15	<ul style="list-style-type: none"> <li>• FYC Handbook= <b>Assignment #5: Presentation of the Advanced Visual Argument</b> (283-289)</li> <li>• <b>Assignment #1: Option B: Advocacy Website</b> (211-226)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Let's Discuss #10</b></li> <li>• <b>Documentary Due</b></li> <li>• <b>Presentations</b></li> <li>• <b>Peer Review Advocacy Websites</b></li> </ul>

<p>Week 16</p>	<ul style="list-style-type: none"><li>• <i>FYC Handbook= <b>Assignment #1:</b> <b>Option B: Advocacy Website (211-226</b></i></li></ul>	<ul style="list-style-type: none"><li>• <i>Discussion: Thoughts on the Course</i></li><li>• <i>Advocacy Website with Online Opinion Piece Due</i></li></ul>
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