Welcome to University 1301-Fall 2018

EDUCATE YOURSELF AND TAKE ACTION

SECTION #: 12817; MONDAY/WEDNESDAY @3:00-4:20 P.M.; UGLC 336

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laarms@utep.edu

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Classmate Name & Phone # ________________________________
Classmate Name & Phone # ________________________________
Classmate Name & Phone # ________________________________
Classmate Name & Phone # ________________________________
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.

REQUIRED READINGS


ADDITIONAL MATERIALS

• You need an active e-mail address, access to Blackboard, and your UTEP email account.
• You need an active Google Plus 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](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 without documentation of an emergency. 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. Again, no late work will be accepted from any students.

**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 total]. 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.


*PLEASE NOTE THAT A “C” IS REQUIRED TO SATISFY THE CORE CURRICULUM REQUIREMENT

ASSIGNMENTS

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
**BORDERS DISCUSSIONS:** You will be required to submit six weekly postings based on the readings and classroom discussions of Borders: Crossing into your Future. You will be given a specific writing cue or question to answer each week to discuss your personal and social transition from high school to college. Due dates and instructions for each discussion will be given on Blackboard. **60 points**

**READING REFLECTIONS:** You will be required to submit three weekly reflections based on the readings. You will be given a specific writing cue or question to answer each week to discuss your personal readings. Due dates and instructions for each discussion will be given on Blackboard. **60 points**

**LET’S DISCUSS:** You will be required to submit ten weekly postings based on required videos that will help you reflect on the importance of finding and using your voice. **100 points**

**CAREER ASSIGNMENTS:** You will be required to complete Choices 360, write a résumé 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. **100 points**

**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. **20 points**

**ATTENDING 2 CAMPUS EVENTS AND A VISIT TO THE HOLOCAUST MUSEUM:** You will be required to attend two events at UTEP of your choice that are social, cultural, or intellectual. You will also be required to attend the Holocaust Museum. Students will need to document and write a brief reflection on the experience. **50 points**

**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. **10 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 CONVINC E 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: ADVOCACY VIDEO 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. 200 points

GROUP PRESENTATION: For this assignment, the group will present on their advocacy website 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

IMPORTANT DATES FOR THIS SEMESTER

Aug 27th: Fall Classes begin
Aug 27th-31st: Late Registration
Sept. 3rd: Labor Day Holiday: University Closed
Sept. 12th: Census Day
Nov. 2nd: Fall Drop/Withdrawal Deadline
Nov 22nd-23rd: Thanksgiving Holiday: University Closed
Dec 6th: Last day of classes
Dec 7th: Dead Day
Dec 10th-14th: Final Exams
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<thead>
<tr>
<th>WEEK</th>
<th>READINGS AND DISCUSSIONS</th>
<th>HOMEWORK &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td><strong>One</strong></td>
<td>• Course Introduction, review of syllabus, and Career Choices</td>
<td>• Borders Discussion #1</td>
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<td></td>
<td>• Borders: (pages 1-12, 54-63)</td>
<td>• Complete Choices 360</td>
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<td>• PowerPoint on Choices 360</td>
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<td><strong>Two</strong></td>
<td>• Borders: Chapter 6</td>
<td>• Borders Discussion #2</td>
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<td>• Google Plus Accounts and how to use</td>
<td>• Complete the Information Literacy Module and take all three quizzes</td>
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<td>• Discuss visit to Holocaust Museum and reflection</td>
<td>• What’s My Edge Project Due</td>
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<td><strong>Three</strong></td>
<td>• Begin reading Sara Hauptman’s <em>The Lioness of Judah</em> Chapters 1-8</td>
<td>• Reading Reflection #1 Due</td>
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<td>Library Presentation with Les Arms</td>
<td>• Edge Project Presentations</td>
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<td><strong>Four</strong></td>
<td>• Continue reading Sara Hauptman’s <em>The Lioness of Judah</em> Chapters 9-15</td>
<td>• Reading Reflection #2 Due</td>
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<td>• Thinking about Topics and Group roles</td>
<td>• Edge Project Presentations</td>
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<td>• Group Contracts and Proposal Due</td>
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<td><strong>Five</strong></td>
<td>• Finish reading Sara Hauptman’s <em>The Lioness of Judah</em> Chapters 15-23</td>
<td>• Reading Reflection #3 Due</td>
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<td>• Introduction to Group Project Part 1: Advocacy Website</td>
<td>• Let’s Discuss #1</td>
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<td><strong>Six</strong></td>
<td>• Borders: pages 76-83, 100-109</td>
<td>• Borders Discussion #3</td>
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<td>• Introduction to Rhetoric and Analysis</td>
<td>• Let’s Discuss #2</td>
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<td><strong>Seven</strong></td>
<td>• Borders: (pages 112-138)</td>
<td>• Borders Discussion #4</td>
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<td>• Introduction to Group Project Part 2: Online Report</td>
<td>• Let’s Discuss #3</td>
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<td>Library Presentation with Les Arms</td>
<td>• Group Project Part 2: Begin gathering information for your Online Report</td>
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<td>Week</td>
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<td>Eight</td>
<td>Oct 15-Oct 21</td>
<td>• Borders: pages 64-72, 166-176&lt;br&gt;Midterm Conferences with Professor&lt;br&gt;*Come to your conference prepared with any questions that you may have concerning the course, a copy of your grade sheet, and any grades and returned assignments that you want to discuss.</td>
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<td>Nine</td>
<td>Oct 22-Oct 29</td>
<td>• Discussions on Online Reports examples, rubrics, and grading&lt;br&gt;Let’s Discuss #4&lt;br&gt;Peer Review Part 2: Online Report&lt;br&gt;Group Project Part 2: Online Report Due</td>
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<td>Ten</td>
<td>Oct 30-Nov 4</td>
<td>• Introduction to Group Project Part 3: Writing to Convince and Solve Problems&lt;br&gt;Let’s Discuss #5&lt;br&gt;Begin to work on Group Project Part 3 Writing to Convince and Solve Problems</td>
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<td>Eleven</td>
<td>Nov 5-Nov 11</td>
<td>• Borders pages 218-234&lt;br&gt;Let’s Discuss #6&lt;br&gt;Borders Discussion on chapter #6&lt;br&gt;Resume Worksheet-Resume w/ Star Statements</td>
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<td>Twelve</td>
<td>Nov 12-Nov 18</td>
<td>• Introduction to Group Project Part 4: Advocacy Video&lt;br&gt;Let’s Discuss #7&lt;br&gt;Group Project Part 3: Writing to Convince and Solve Problems Due</td>
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<td>Thirteen</td>
<td>Nov 19-Nov 25</td>
<td>• Discussions on Advocacy examples, rubrics, and grading&lt;br&gt;Introduction to Present and Future Assignments&lt;br&gt;Let’s Discuss #8&lt;br&gt;Advocacy Video Storyboard&lt;br&gt;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.</td>
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<td>Fourteen</td>
<td>Nov 26-Dec 2</td>
<td>• Borders pages 140-148&lt;br&gt;Final Project&lt;br&gt;Borders Discussion #5&lt;br&gt;Let’s Discuss #9&lt;br&gt;Present and Future Assignment Due</td>
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<td>Fifteen</td>
<td>Dec 3-Dec 9</td>
<td>Final Project&lt;br&gt;Entering Student Research and Creative Projects Showcase is on Saturday, December 8, 2018&lt;br&gt;Let’s Discuss #10&lt;br&gt;All components of Final Project Submitted</td>
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<td>Sixteen</td>
<td>Dec 10-Dec 14</td>
<td>Final Exam--TBA&lt;br&gt;Final grades available online on Bb.</td>
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