

## RWS 1302: Rhetoric and Writing Studies

**CRN: 24466**

**TIME/DAYS: TUESDAY LECTURE: 10:30AM-11:50AM**

**PLACE: UGLC 232**

**INSTRUCTOR: CHRISTOPHER HERRERA**

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**PHONE: 915-747-5813**

**OFFICE HOURS: TUESDAYS 12PM-3PM; THURSDAYS**

**9AM-12PM ONLINE (EMAIL, DISCUSSION BOARD,**

**TELEPHONE); OR BY APPOINTMENT**

**OFFICE LOCATION: WORRELL HALL ROOM 315**

### 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.

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. Instructors will provide students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in the online environment consistently as it is an integral part of the course. On occasion, students will be asked to meet on the hybrid day to participate in library research, technology workshops, presentations, or other activities their instructor might need them to be physically present for. Please keep this time available for this class. Otherwise, students may miss out on important information.

### 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 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.



**Course Assignments with *Suggested Readings***

**(This syllabus provides an overview of assignments for the class--specific assignment sheets are available in the *Handbook*, will be discussed in class. Smaller assignments may be available in Blackboard):**

*The Undergraduate Rhetoric and Writing Studies Program at UTEP uses Blackboard. Projects will be submitted and graded through Blackboard.*

**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. **20 pts.**

**Genre Analysis Outline:** Students will complete the following activities to prepare them for the Genre Analysis Essay assignment: Choosing your genres; analyzing specialized genres; and analysis rough outline assignment. **20 pts.**

**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.**

**Research Proposal Outline:** 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 complete Activities 1-4 for Literature Review. **30 points.**

**Literature Review/Primary Research Report: Draft due for in-class peer review. 50 points.**

**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 Storyboard/Outline Activities:** Students will submit a storyboard and outline to show the persuasive purpose and argumentative structure for the project. Complete the storyboard worksheet and the outline worksheet. **30 pts.**

**Advanced Visual Argument: 200 pts.**  
Option1: Documentary

**E-Portfolio Reflection Website/Blog:** Students will create, design, and maintain an academic profile in the form of an e-portfolio website that includes their semester's work for the topic of their literature review/primary research report. Students should copy and paste the link on a Word Document. This will be submitted to, and graded by, the instructor. **100 pts.**

**Class Presentation:** Students will present their documentaries 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:

**10 Online Discussion Posts: 10 points each = 100 pts.** Students will have 10 discussion posts scattered throughout the semester. Students will have a discussion post due Tuesdays by 10am (before class starts). After posting a on the discussion board, students will have to respond to 2 classmates by Saturday before 11:59pm. The responses consists of answering the questions I have written on the board (About a paragraph long); the response to classmates will consists of answering any confusing, elaborating on ideas, or agreeing with the person and adding further thoughts (Make sure you have a complete and correct thought in your response).

**Attendance = 100 pts. (Students are allowed TWO unexcused absences. Points will be deducted after two absences).**

### 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 and saved as a .doc file. They should be in 12 pt. font, have one-inch margins, and be double-spaced. Use a font style that is easily readable like Times New Roman, Arial, or Georgia.

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](http://openoffice.org) and download a free and compatible version of Word/Office.

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

**Rough Drafts:** Part of the participation grade will include the submission of rough drafts. In order to get the most useful feedback, rough drafts should be completed projects. They must also be submitted before or on the due date.

**Rough Draft Feedback:** On the rough drafts, students will receive marginal comments as well as comments at the end of the project. The purpose of this feedback is:

1. To be sure that the project is on the right track: that it meets the requirements of the assignment.
2. To comment on the "big issues." Students will receive comments based on the most important elements of the assignment. Addressing these concerns should help students write a more effective project. The comments will NOT focus on grammar and such—so it is a good idea to get additional help from instructors and the Writing Center for this.

**Participation/Attendance:** Because this is a hybrid course, attendance is determined by class participation both in class and online. Students must be prepared, participate in online discussions, and attend the face-to-face class consistently to understand and incorporate the rhetorical strategies and processes used to complete the projects..

**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 1302:** 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 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 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 officially admitted to the university. Any questions or problems can be directed to the **Helpdesk at 747-5257**.

#### **Course Delivery of Course:**

**All the course content 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.
- 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.

#### **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.

- 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.

#### **Late Work:**

- Major projects submitted to Blackboard will be due on Sundays at 11:59 p.m. A late window is available for major assignments but students must consult with instructor. A letter grade is deducted for every day that your assignment is late after the due date.
- Discussion Posts will be due Tuesday before 10am; and responses will be due on Saturdays by 11:59 pm. No discussions or responses will be accepted after these due dates.
- NO WORK will be accepted after the final assignment is due (FINALS day) (this is still contingent on approval of any late work by the instructor).

#### **Nature of and Time Spent on Course:**

RWS 1302 intends to help students develop a wide variety of strategies for communicating in a variety of media. To succeed in this course requires dedication and focus.

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. However, remember that the class only meets with the instructor and classmates for 1.5 hours a week. Therefore, add the additional 1.5 hours to the 6 for a total of 7.5 hours. During some weeks students may work more; some weeks they may work less. However, keep this average in mind.

#### **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](http://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>)

**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.

**Group Assignments:** Group work is a common practice for 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.

**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](mailto: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.

<b>Important Dates:</b>	
January 16	First day of class
January 16-19	Late Registration
January 15	Martin Luther King Jr. Day—University Closed
January 31	Census Day
March 22	Freshmen mid-term grades due
March 12-16	Spring Break (no classes)
March 29	Withdraw course drop deadline
March 30	Cesar Chavez Day (no classes)
March 30	Spring Study Day ( no classes)
May 3	Last day of classes; and Complete withdrawal from the University
May 4	Dead Day

May 7-11	Final Exams <b>Check the UTEP finals week calendar for exact dates</b>
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### Weekly Schedule (Subject to change)

**WIT Reader = *Writing in Transit*.** Denise. K. Comer. (2015). Southlake, TX: Fountainhead Press.  
ISBN:978-1-59871-803-4.  
**(Hardcopy textbook);**

**RWS Handbook= *The Undergraduate Rhetoric and Writing Studies Handbook (e-book)***

### Sample Calendar

All major assignments will be submitted to Blackboard. See your course calendar for exact due dates.

Calendar	Assignments	Readings/Homework	Notes
Week One Jan 16	Introduction to class, review of syllabus, introduction of the E-Portfolio Project.  <b><i>Topic Proposal for Semester</i></b>  <b><i>E-Portfolio URL</i></b>	WIT Reader= Ch 1: Writing Transfer  RWS Handbook= Ch. 5: Intro and Assignment 1  "Topic Proposals" (Blackboard Handout)  Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard: <a href="http://guides.library.harvard.edu/sixreadinghabits">http://guides.library.harvard.edu/sixreadinghabits</a>	<b>First Day of class</b>  <b>Due: Create an E-Portfolio URL.</b>
Week Two Jan 23	Begin discussion on topic for the semester and Genre Analysis.	RWS Handbook= Ch. 5: Assignment 2 Overview and Guidelines  <i>Luders, M., Pritz, L., &amp; Rasmussen, T. (2010). Emerging personal media genres. New Media &amp; Society, 12(6), 947-963.</i>	<b>DUE: Topic Proposal</b>  Discussion Post due Tuesday; Response due Saturday.
Week Three	<b><i>Genre Analysis outline due.</i></b>	WIT Reader= Ch. 7: Analysis  RWS Handbook=Ch. 5: Assignment 2, Student Models	<b>Census Day</b>  <b>Due: Genre</b>



Jan 30		Focus on pages 196-197 for the Genre Analysis Outline due this week.  In-Class Activity	<b>Analysis outline due in blackboard. (Saturday)</b>  Discussion Post due.
Week Four Feb 6	<b>Genre Analysis final due.</b>	WIT Reader=Ch.2: Research and Writing as a Process  Stasis Theory  RWS Handbook= Ch. 5: Assignment 2, Drafting and Putting It Together	<b>Due: Genre Analysis Final Draft. (Sunday Feb 11)</b>
Week Five Feb 13	Begin Literature Review Research Report. <b>Begin: Research Questions</b>	WIT Reader= Ch. 3: Posing Meaningful Questions  RWS Handbook= Ch. 5, Assignment 3 Overview and Assignment Guidelines.  Stork, David. "How to Ask Good Questions." <i>TEDx</i> . YouTube. 25 April 2013. 7 Nov. 2015. <a href="https://www.youtube.com/watch?v=PkcHstP6Hto">https://www.youtube.com/watch?v=PkcHstP6Hto</a> .  Driscoll, Dana Lynn, and Allen Brizee. "Evaluating Sources: Overview." <i>The Purdue Online Writing Center</i> . Purdue University. 22 Feb. 2013. Web. <a href="https://owl.english.purdue.edu/owl/resource/553/01/">https://owl.english.purdue.edu/owl/resource/553/01/</a> .	Discussion Post due
Week Six Feb 20	<b>Research Questions due</b>	WIT Reader= Ch. 4: Reading  RWS Handbook= Ch. 5, Assignment 3, Student Models  "It wasn't me, was it?' Plagiarism and the Web"  Martin, Brian: "Plagiarism: A Misplaced Emphasis"  <b>Duke Writing Studio: Short Guides for Writing in the Specific Disciplines.</b> ( <a href="http://twp.duke.edu/twp-writing-studio/resources/writing-for-specific-disciplines">http://twp.duke.edu/twp-writing-studio/resources/writing-for-specific-disciplines</a> )	<b>DUE: Research Questions on blackboard (Saturday)</b>  Discussion Post due.

Week Seven Feb 27	Literature Review Research Report continued	<p>WIT Reader= Ch. 5 Summary, pgs 93 -103; &amp; Ch.6Synthesis</p> <p>WIT Reader=Ch. 11: Choosing and Integrating Evidence; pgs 267-287.</p> <p>RWS Handbook= Ch. 3, Research, Library, and Technology</p> <p><b>A Rhetorical Precis:</b>  <a href="http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html">http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html</a></p> <p>Photinos, Christine. "Synthesizing Your Research Findings."  <i>Writing Commons Open Text</i>. Writing Commons. n.d.  Web. 3 Nov. 2015.  <a href="http://writingcommons.org/index.php/open-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/1030-synthesizing-your-research-findings">http://writingcommons.org/index.php/open-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/1030-synthesizing-your-research-findings</a> .</p> <p>Penrose, Ann, and Geiser, Cheryl: "Reading and Writing Without Authority"</p>	Discussion Post due.
Week Eight Mar 6	<b>Literature Review Research Report draft due.</b>	<p>Straub, Richard: "Responding—Really Responding to Other Students' Writing"</p> <p>RWS Handbook= Ch. 5, Assignment 3, Drafting and Putting Together the Lit. Review.</p>	<p>In-Class Peer Review.</p> <p><b>Due: Draft in Blackboard (Saturday)</b></p>
Spring Break	<b>NO CLASSES (Mar 13)</b>	<p>You will have all week to work on your Literature Review.  Please take into consideration the feedback received from the in-class peer review.</p>	
Week Nine Mar 20	Literature Review / Primary Research draft returned to students		<b>Due: Literature Review Research Report Final due. (March 25)</b>
Week Ten	<b>Begin: Advanced Visual Argument</b>	<p>WIT Reader= Ch. 10: Designing Arguments: Formats and Modalities</p> <p>Winsor, Dorothy: "The Construction of Knowledge in</p>	Discussion Post due.

Mar 27		Organizations" RWS Handbook: Ch. 6, Sharing the Grade RWS Handbook= Ch. 5, Assignment 4, Overview and Guidelines iMovie Workshop	
Week Eleven (Apr 3)	<b>Advanced Visual Argument Outline Activities</b>	WIT Reader= Ch. 8: Framing Arguments Greene, Stuart: "Argument as Conversation" Yancey, K. (2004). <i>Made not only in words: Writing in a new key.</i> CCC 56(2), 297-328. Film Editing Essentials Storyboarding	Discussion post due.
Week Twelve (Apr 10)	<b>Advanced Visual Argument</b>	WIT Reader= Ch. 9: Constructing Arguments RWS Handbook= Ch. 5, Assignment 5, Presenting the Visual Argument Jacobs, Gloria E. "Developing Multimodal Academic Literacies among College Freshmen." <i>Journal of Media Literacy Education</i> 4.3 (2012): 244-55. Web. 1 Nov. 2015.	Discussion post due.
Week Thirteen (Apr 17)	<i>Begin discussion of Presentation.</i>	Otoshi, J. & Heffernan, N. (2008). <i>Factors predicting effective oral presentations in EFL classrooms. Asian EFL Journal, 10(1), 65-78</i>	Discussion Post due.
Week Fourteen (Apr 24)	<b>Advanced Visual Argument Due</b>	<b>Workshop</b>	<b>DUE:</b> Advanced Visual Argument (Apr. 29)
Week Fifteen (May 1)	Presentations.	<b>Presentations all class period</b>	Last Day of Class; Dead Day

Week Sixteen (May 7-11)	<b><i>E-Portfolio Reflection Website/Blog</i></b> <b>Finals week</b>		<b>Finals Week</b>
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\*THIS CALENDER IS SUBJECT TO CHANGE AS NEEDED.