

## Rhetoric and Writing Studies RWS 1302

CRN: 24551

In spring 2021, all sections of RWS 1302 are 100% online

### Instructor Information:

**Name:** Christopher Herrera

**Email:** cfherrera@utep.edu

### Online Office Hours:

Office hours will be held online via Microsoft Teams every Monday from 2 pm -3 pm. There will be an opened "meet" on Microsoft Teams which you can join during this time. I am also available at other days and times by appointment. Don't hesitate to reach out!

### *Program Overview*

At UTEP, the First-Year Composition (FYC) program in the English department offers two first-year courses that are typically taken as a sequence, RWS 1301—Rhetoric and Composition I and RWS 1302—Rhetoric and Composition II. These courses are intended to help students develop their rhetorical and writing knowledge and skills within these five knowledge domains: writing process knowledge, subject matter knowledge, rhetorical knowledge, genre knowledge, and discourse community knowledge. Therefore, we teach writing as a complex activity through which students are given guidance and often collaborate. Drawing on the rich scholarship of Rhetoric and Writing Studies, we have designed our courses to help students address the challenges of 21st century composing. In these courses, students are empowered to determine the most effective strategies, arrangements, and media to use in different rhetorical contexts.

In spring 2021, all sections of RWS 1301 and 1302 will be taught online. Regardless of the delivery system, the FYC program reminds students that the primary purpose of these classes are the learning and practice of writing. The Conference on College Composition and Communication together with the Council of Writing Program Administrators state:

*Writing classes teach writing: Principally, writing classes foreground writing itself as a complex, distributed activity premised upon sociality and community formation, processes and materials, flexibility, and ethical communication. Writing classes may involve participants in purposeful interpersonal interactions (discussions and conversations), writing-related activities (peer review, studying features in model texts), and interpreting texts (making meaning individually or together with others); however, the activity of writing itself continues to be central to what a writing class sponsors.*

CCCC and CWPA Joint Statement in Response to the COVID-19 Pandemic

## *RWS 1301 & 1302 Learning Outcomes*

At the end of these FYC courses, students will be able to:

### Critical thinking and reading

- Think, read, and write analytically and reflectively
- Address specific, immediate rhetorical situations and their effects on individuals and communities
- Read a diverse range of texts and apply these texts to different audiences, contexts, and situations.

### Composing practices

- Read and compose in several genres to understand how genre conversations shape and are shaped by readers' and writers' practices and purposes
- Develop composing processes appropriate to writing style, audience, and assignment
- Use composing processes and tools as a means to discover and reconsider ideas, generate writing, and make meaning
- Engage with a community of writers who dialogue across texts, argue, and build on each other's work
- Develop writing projects through multiple drafts by learning flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Give, receive, and act on productive feedback from peers and instructors to work in progress

### Research

- Learn to formulate research questions, methods for research, and analyze and synthesize material
- Develop 21st century technological literacies and modalities needed for researching and composing
- Locate and evaluate primary and secondary materials, such as: journal articles and essays, books, scholarly and professionally established and maintained databases and archives, and informal electronic networks and internet sources.
- Learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material)
- Apply research to various genres and cite sources in American Psychological Association Style (APA) or Modern Language Association Style (MLA)

### Assessment

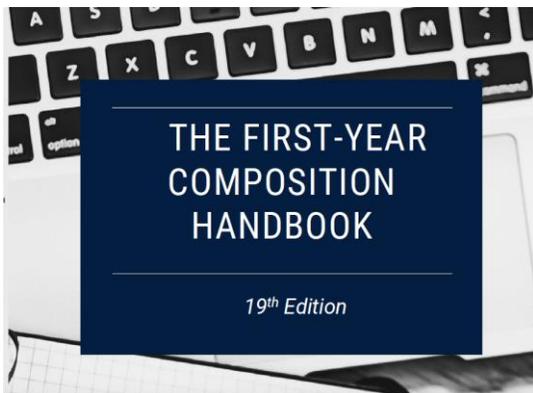
- Use reflective learning strategies to self-assess and understand one's processes and products
- Collaborate

- Integrate and act on critical feedback from peers and instructors
- Understand and examine critically the reasons behind writing conventions in fields and disciplines

### *Rhetoric & Composition 1 (RWS 1302) Course Description*

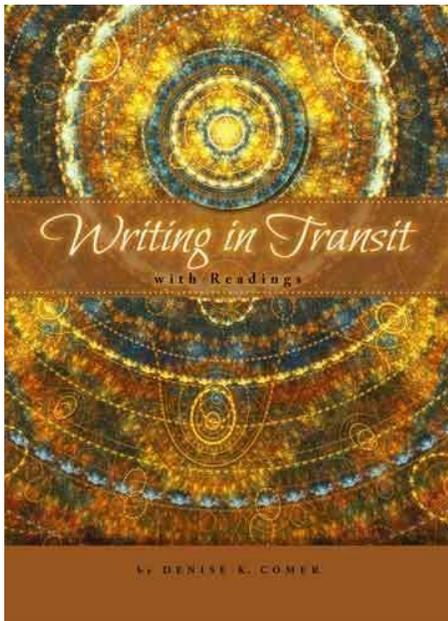
**Rhetoric & Composition 2 (RWS 1302)** aims to develop your critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on awareness of and appreciation for discourse communities as well as knowledge 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. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.

### *Required Texts & Materials*



**Bossie, R., & LaPrade, P. (2019).** *The First-Year Composition Handbook, 19<sup>th</sup> ed.*

An e-book available through the UTEP Bookstore.



**Comer, D. K. (2017). *Writing in Transit, 2<sup>nd</sup> ed.***

Southlake, TX: Fountainhead Press.

ISBN:978-1-68036-636-5.

Available at the UTEP Bookstore.

Additional required readings may also be posted on Blackboard.

### ***Course Assignments and Grading***

This section consists of an overview of assignments. The icons relate to relevant UTEP Edge learning outcomes. Specific assignment guidelines can be found in the *Handbook*. Further instructions are posted on the Blackboard course content.

**Genre Analysis pre-writing:** Students will complete the following activity to prepare them for the Genre Analysis Essay assignment: Choosing your genres.

**25 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.**



**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.

**50 pts.**



**Research Questions:** As part of this assignment you must generate 3-4 research questions and begin to find sources for the Literature Review/Research Report.

**25 pts.**



**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 Outline Activities (PowerPoint):** Students will submit a PowerPoint to show the persuasive purpose and argumentative structure for the project. Explain the persuasive purpose, the developing reasons for advocacy, and gathering evidence to support reasons. **50 pts.**

**Advanced Visual Argument: 200 pts.**

Documentary Film



**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.

Professional E-Portfolio

**100 pts.**

**Participation in Class:** 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.**

**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 or below = F

### *Online Course Delivery*

**Course Delivery:**

In spring 2021, RWS 1302 will be held fully online. Some classes will meet synchronously, meaning that there will be virtual class sessions on video (Zoom, Blackboard Collaborate, or MS Teams), while others will meet asynchronously through Blackboard. The course is designed to engage students through discussions with your classmates and instructor through Blackboard (Bb), UTEP's Learning Management System (LMS). **The course will rely extensively on Blackboard, though your individual instructor may supplement it by incorporating other platforms and various media.** In order to succeed in the course, you will need to have regular use of the internet and a stable connection.

Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer. If you don't have a computer or reliable internet at home, the university can help you with resources: [Technology Support - UTEP](#). Please speak with your instructor immediately if you will need assistance. We want you to have the opportunity to succeed in class without concern about access. There are also computers available for you to use in the library on campus.

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

Students can prepare for the course by familiarizing themselves with the "Ready for Online Learning" guides to acclimate to online learning:

- Dispelling the Myths of Taking an Online Class
- Check Your Technology
- Communicating Effectively Online
- Managing Your Time Before It Manages You
- Online Teamwork
- Netiquette Guide for Online Courses

These guides are part of your Week 1 material for review.

**Submitting Work:** All work will be submitted through the Bb course shell for this class. Since Bb comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA or MLA format unless directed otherwise. Be sure to name each submitted assignment appropriately and accordingly.

**Late Work:** Late work is accepted; however, you need to inform me before the deadline that you will need extra time. You need to send me an email, explain the situation, and provide the extra time frame that you need. There is a caveat: if you request extra time, you will be disqualified from any re-write and the chance to get a higher grade.

**Rewrites:** You have a chance to rewrite 2 major assignments: The Genre Analysis and the Literature Review. In order to qualify for a rewrite you need to submit your assignment by the original due date. Additionally, your initial grade must be under an 'A' grade (under 90%). Once you submit the rewrite, your grade will be the average of the two.

**Participation:**

In an online class, participation is measured with online activities. These online activities include weekly assignments, mandatory meetings with instructor (when applicable), Major Essay Assignments, and any

assignments that must be submitted. Failure to attend mandatory meetings (when applicable) or submit the weekly assignments will be considered an absence for the week. This will affect your Attendance Points.

Attendance Points: Students start with 100 attendance points. This is how it works: for every missed week of assignments/meetings (this means that you did nothing for that week), you will receive a 7-point deduction from the 100 total points. This will continue every week if you continue to be absent. Ultimately, you will lose the 100 points, and of course, since you haven't been doing anything, you will fail the course.

### **Classroom Etiquette and Netiquette**

- 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 (whether face-to-face or online), and to surface through discussion board postings. You are expected to demonstrate respect and courtesy for your peers and instructor when they express differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be permitted. Angry displays, whether in writing, online postings, or in class discussions will be handled as disruptions to the wellbeing of the class and responded to as negative participation.
- As a general rule: always consider audience, in class and online. As Virginia Shea writes in *Netiquette*, the first, or "golden," rule of online practice is to "Remember the human." Remember that members of the class and the instructor will be reading your 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 your RWS classmates and instructor 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).

## ***University and Program Policies***

### **FYC Class Attendance Policy**

According to UTEP's [Curriculum and Classroom Policies](#):

The student is expected to attend all classes and laboratory sessions. 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 or with a grade of F after the course-drop deadline.

Please consult UTEP's [Curriculum and Classroom Policies](#) for more information regarding Excused Absences for University-Recognized Activities, Absence for Religious Holy Days, and Military Leave

Attendance is mandatory for all freshman-level courses. Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help students learn to improve their writing, often through the discussion of a sample student project (sometimes the student's, sometimes one written by a classmate).

In addition, the First-Year Composition Program has developed the following policies that should be adhered to strictly by all instructors:

#### For Online courses

In an online class, attendance is measured by participation in class activities. The attendance policy for online courses aligns with the structure for face-to-face courses, with each missed week of class activities constituting absence from a week of class.

**The instructor can measure participation through various pathways, such as completion of scaffolded activities and discussion posts, and responding to other students' posts and feedback.**

When it becomes evident that it is not possible to participate in class, the program recommends that the student contact the instructor to discuss the attendance policy and how it applies, before resuming robust participation in class activities.

#### Drop Policy

If you cannot complete this course for whatever reason, please contact your instructor. Your instructor can help you with the drop process and you can contact the Registrar's Office. If you do not drop, you are at risk of being dropped by the instructor and possibly receiving an "F" for the course.

#### **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 Student Conduct and Conflict Resolution](#) page for more information on Academic integrity.

#### **Accommodations**

UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or [cass@utep.edu](mailto:cass@utep.edu).

### **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.

**Please note that in fall 2020 the UWC will be operating fully online. Go to [University Writing Center - UTEP](#) to make an appointment with a writing center consultant.**

There are now two options students can take advantage of:

- 1) **Synchronous online assistance** – students can go to our website ([utep.edu/uwc](http://utep.edu/uwc)) and use the link to log into Blackboard Collaborate. No Appointment Needed! We will review your paper with you live online! Visit our website for current hours and availability of Synchronous Sessions.
- 2) **Email us your paper** – go to our website ([utep.edu/uwc](http://utep.edu/uwc)) and choose the Email option. You can email your paper to us any time. We will review it during our next open hours of operation and return it to you with suggested revisions. There may be up to a 72-hour turnaround for emailed papers, so plan ahead.

### **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 Spring 2021 Semester**

<b>Jan 18th</b>	<i>Dr. Martin Luther King, Jr. Holiday – University Closed</i>
<b>Jan 19th</b>	Spring classes begin
<b>Jan 19th–22nd</b>	<i>Late Registration (Fees are incurred)</i>
<b>Feb 3rd</b>	Spring Census Day  <i>Note: This is the last day to register for classes. If payment is not received by this day, students will be dropped.</i>
<b>Feb 15th</b>	20 <sup>th</sup> Class Day  <i>Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.</i>
<b>Feb 19th</b>	<i>Graduation application deadline for degree conferral</i>
<b>Mar 21st</b>	<i>Midterm Spring 2021 Grades Due</i>
<b>Mar 15-19th</b>	<i>Spring Break</i>
<b>Mar 26th</b>	<i>Cesar Chavez Holiday – no classes</i>
<b>Apr 1st</b>	Spring Drop/Withdrawal Deadline  <i>Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.</i>
<b>Apr 2nd</b>	<i>Spring Study Day</i>
<b>Apr 16th</b>	<i>Deadline to submit candidates' names for degree conferral</i>
<b>May 6th</b>	<i>Spring – Last day of classes</i>
<b>May 7th</b>	<i>Dead day</i>
<b>May 10-14th</b>	<i>Spring Final Exams</i>

<b><i>Course Schedule</i></b>
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\*Calendar Is subject to change.

Calendar	Content	Notes
<b>Major Assignment #1: Genre Analysis</b>		
<p>Week One</p> <p>Jan. 19</p>	<p><i>Read:</i> WIT – Ch. 1: Writing Transfer</p> <p><i>Read:</i> RWS Handbook: Pgs. 205 - 218</p> <p><i>Read:</i> Online Course Materials (found in Blackboard):</p> <ul style="list-style-type: none"> <li>• Writing Conventions</li> <li>• Blackboard Tutorials</li> </ul>	<p><b>DUE:</b></p> <p>Online Discussion Post/Journal (Friday, Jan. 22)</p>
<p>Week Two</p> <p>Jan 25</p>	<p>Begin Major Essay #1 “Genre Analysis”</p> <p><i>Read:</i> (Blackboard handout)</p> <p>“Emerging personal Media Genre” (article) by Luders, M. Pritz, L. &amp; Rasmussen, T.</p>	<p><b>DUE:</b></p> <p>Online Discussion Post/Journal (Friday Jan. 29)</p>
<p>Week Three</p> <p>Feb. 1</p>	<p>Continue Discussion of Genre Analysis.</p> <p><i>Read:</i> WIT Reader – Ch. 7: Analysis</p>	<p><b>DUE:</b></p> <p>Genre Analysis pre-writing activity (Friday, Feb. 5)</p>
<p>Week Four</p> <p>Feb 8</p>	<p>Review and Revision Week.</p> <p><i>Read:</i> FYC handbook: Ch. 2 (pg. 14) Revision</p> <p><i>Read:</i> Optional: Eli Review Feedback and Revision:</p> <p><a href="http://elireview.com/content/td/feedback/">http://elireview.com/content/td/feedback/</a></p>	<p><b>DUE:</b></p> <p>Genre Analysis Final (Sunday, Feb. 14)</p>
<b>Major Assignment 2: Literature Review</b>		

<p>Week Five</p> <p>Feb 15</p>	<p><b>Read:</b> RWS Handbook – “Literature Review” (Pgs. 242 – 246)</p> <p><b>Read:</b> Online Course Materials (Found in Blackboard):</p> <ul style="list-style-type: none"> <li>• Topic Proposals</li> <li>• Topic Suggestions</li> </ul>	<p><b>DUE:</b> Topic Proposal (Sunday, Feb 21)</p>
<p>Week Six</p> <p>Feb 22</p>	<p><b>Read:</b> WIT Reader - Ch. 3: Posing Meaningful Questions</p> <p><b>Read:</b> RWS Handbook - Ch. 5, Assignment 3 Overview and Assignment Guidelines.</p> <p><b>Watch:</b> Stork, David. “How to Ask Good Questions.” TEDx. YouTube. 25 April 2013. 7 Nov. 2015.  <a href="https://www.youtube.com/watch?v=PkcHstP6Ht0">https://www.youtube.com/watch?v=PkcHstP6Ht0</a>.</p>	<p><b>DUE:</b> Online Discussion Post/Journal (Friday, Feb 26)</p>
<p>Week Seven</p> <p>Mar. 1</p>	<p><b>Research and Library Databases</b></p> <p><b>Read:</b> RWS Handbook – “Research” (Pgs. 55 – 57)</p> <p><b>Read:</b> “Evaluating Digital Sources” Purdue OWL website.</p>	<p><b>DUE:</b> Research Questions (Friday, Mar 5)</p>
<p>Week Eight</p> <p>Mar. 8</p>	<p><b>Read:</b> WIT Reader – Ch. 5 Summary (pgs. 93 – 103), &amp; Ch. 6 Synthesis</p>	

	<p><i>Read:</i> WIT Reader – Ch. 11 Choosing and Integrating Evidence (pgs. 267 – 287).</p> <p><i>Read:</i> A Rhetorical Precis (Link in Blackboard)</p> <p><i>Read:</i> Photinos, Christine. “Synthesizing You Research Finding” (Link in Blackboard)</p>	
<p><b>SPRING BREAK! (Mar 15 – 19)</b></p> <p>No Classes.</p>		
<p>Week Nine</p> <p>Mar 22</p>	<p><i>Read:</i> RWS Handbook= Ch. 5, Assignment 3, Drafting and Putting Together the Lit. Review.</p>	<p><b>DUE:</b></p> <p>“Literature Review” FIRST Draft (Friday, Mar 28).</p>
<p>Week Ten</p> <p>Mar 29</p>	<p>“Literature Review” Final Workshop</p> <p>Review and Revision</p>	<p><b>DUE:</b></p> <p>“Literature Review” FINAL Draft. (Sunday, Apr 4)</p>
<p><b>Major Assignment #3 Advanced Video Document</b></p>		
<p>Week Eleven</p> <p>Apr 5</p>	<p><i>Read:</i> WIT Reader= Ch. 10: Designing Arguments: Formats and Modalities RWS Handbook:</p> <p><i>Read:</i> RWS Handbook= Ch. 5, Assignment 4, Overview and Guidelines</p> <p><i>Read:</i> 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.</p>	<p><b>DUE:</b></p> <p>Online Discussion Post/Journal (Friday, Apr 9)</p>

<p>Week Twelve  Apr 12</p>	<p><i>Read: WIT Reader= Ch. 8: Framing Arguments</i>  <i>Read: Greene, Stuart: "Argument as Conversation"</i></p>	<p><b>DUE:</b>  Online Discussion Post/Journal (Friday, Apr 16)</p>
<p>Week Thirteen  Apr 19</p>	<p><i>Read: WIT Reader= Ch. 9: Constructing Arguments</i></p>	<p><b>DUE:</b>  PowerPoint outline activity (Friday Apr. 23)</p>
<p>Week Fourteen  Apr 26</p>	<p><i>Workshop Week for Advance Video Documentary</i></p>	<p><b>DUE:</b>  "Advanced Visual Argument" assignment (Sunday, May 2)</p>
<p>Week Fifteen  May 3</p>	<p><i>Workshop Week for Professional E-Portfolio</i></p>	
<p style="text-align: center;"><b>FINALS WEEK!</b>  <b>DUE: Professional E-Portfolio</b>  (Wed May 12)</p>		