

Rhetoric and Writing Studies RWS 1301

CRN: 26183

Meeting Times/Days: 1:30 – 2:50

Place: UGLC 234

Instructor Information: Christopher Herrera

Email: cfherrera@utep.edu

Office and Hours: Worrell Hall 315 Tuesdays/Thursdays 3:00 – 4:30

Course Description

The goal of RWS 1301 is to develop students' critical thinking skills in order to facilitate effective communication in educational, professional, and social contexts. 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. It is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. This course offers you a curriculum that empowers you to determine the most effective rhetorical strategies, arrangements, and media to use in different rhetorical contexts

Learning Outcomes

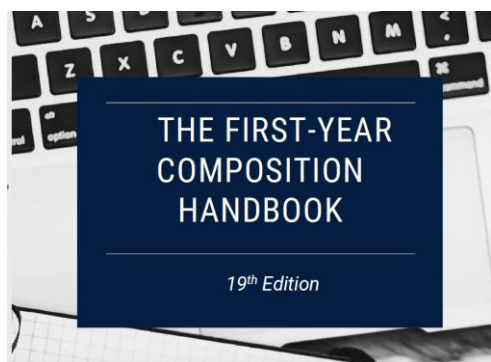
At the end of this course, students will:

- 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 stabilized 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.

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](#).

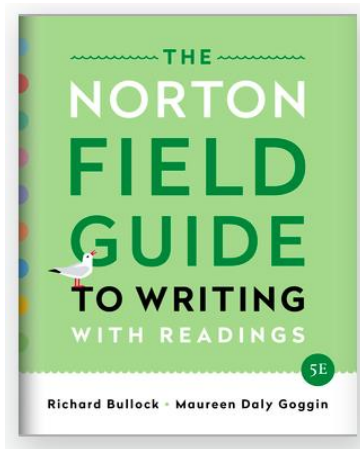


Required Texts & Materials



Bossie, R., & LaPrade, P. (2019). *The first-year composition handbook, 19th ed.*

An e-book available through the UTEP Bookstore.



Bullock, R., & Daly Goggin, M. (2019). *The Norton Field Guide to Writing with Readings* (5th ed.)

Available at the UTEP Bookstore.

Additional readings will also be posted on Blackboard.

The next section is 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

Assignment #1:

Rhetorical Analysis (100 points)

Option 1: Textual/ Visual Analysis assignment



Assignment #2: Choosing a Topic for the Semester (50 points)



Assignment #3 Annotated Bibliography (100 points)



Assignment #4 Global Issues Report (100 pts)

Option 1: Global Issues Report



Assignment #5 Visual Argument (150 points)

Option 1: Infograph(ic)

Option 2: Public Service Announcement



Assignment #6 Visual Argument

Presentation (50 points)



Assignment #7: (100 points)

Option 1: Discourse Community Ethnography



Participation in Class and Online:

Class Participation/Activities (100 points)

Attendance (100 points)

Pre-writing, Peer-reviews, Conferences (150 points)



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

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 uses extensively the online learning platform Blackboard. All of the supplementary material for the class will be delivered via Blackboard. It is strongly recommended that you 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 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 **PDF or .doc** 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: All work is due as indicated on the calendar unless otherwise noted in class. Late work IS ACCEPTED; however, this will disqualify you from rewrites, and it will incur a grade penalty: *1st day it is late = 25% penalty, 2nd day it is late = 50%, 3rd day it is late = 75%, 4th day it is late = 100% point deduction.*

Rewrites: I DO allow rewrites but there are some conditions: 1) You must submit the assignment on time as indicated in the syllabus. 2) You must meet with me during my office hours within a week of receiving your graded essay. 3) The grade originally received needs to be under 90%.

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 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 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](#)).

You 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).

Students who miss more than THREE (3) class days will have points deducted. If you must miss class, be sure to let me know in advance. If you must be absent for an extended period, let me know as soon as possible and keep any paperwork that constitutes a legitimate excuse. Remember, ultimately, it is your responsibility to withdraw from the course for whatever reason. **I do not drop you from the class.** You will earn a failing grade.

Missing a scheduled conference with the instructor constitutes an absence.

Attendance works like this: You will start with 100 points. After the 3rd absence, I will begin to deduct points from these 100 points. The points that will be deducted for every day missed will be 3points per day.

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: Your success in this class is important. 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. 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 21	First day of class
Feb 12	1 st Pre-Writing assignment due
Feb 20	1 st Peer-review due
Feb 23	<u>1st Major Essay due</u>
Mar 4	Topic Proposal due
Mar 12	2 nd peer-review due
Mar 15	<u>2nd Major Essay due</u>
Mar 16-20	Spring Break
Mar 31/Apr 2	Conferences with me over Report essay
Apr 5	<u>3rd Major Essay due</u>
Apr 21/23	Argument Presentations
Apr 26	<u>Argument Project due</u>

Weekly Schedule (Provisional -- Subject to change)

Texts:

Norton Field Guide to Writing with Readings (NFG)

The First-Year Composition Handbook (Handbook)

Week	Tuesday	Thursday	Notes
<p><i>Week 1</i> <i>(Jan - 21/23)</i></p>	<p><i>Class Syllabus</i></p> <p><i>Introductions</i></p> <p><i>APA Style</i></p> <p><i>Writing Conventions</i></p> <p><i>NFG: Ch 35 and 36</i></p>		
<p><i>Week 2</i> <i>(Jan 29/30)</i></p>	<p><u>Writing Process</u></p> <p><i>“Shitty First Drafts” (Blackboard Article)</i></p> <p><u>Plagiarism</u></p> <p><i>NFG pgs: 542-543</i></p> <p><i>“It wasn’t me, was it? Plagiarism and the web” (Blackboard article).</i></p>		
Major Assignment #1 Rhetorical Analysis			
<p><i>Week 3</i> <i>(Feb 4/6)</i></p>	<p><u>Rhetorical Situations</u></p> <p><i>Norton Textbook pgs: 55-65.</i></p> <p><u>Analyzing Texts</u></p> <p><i>Norton Textbook pgs: 107-130</i></p> <p><i>Rhetorical appeals (Blackboard ppt.)</i></p>		

<p>Week 4 (Feb 11/13)</p>	<p><u>Logical Fallacies.</u> (Blackboard ppt.) Essay examples/activities</p>	<p>DUE <u>Wednesday: Pre-Writing</u> (blackboard) (50 points)</p>
<p>Week 5 (Feb 18/20)</p>	<p>Computer Lab Workshop (Tuesday) Peer-Review in class Essay #2 (Thursday) (25 points)</p>	<p>DUE <u>Sunday: Rhetorical Analysis</u> (blackboard)</p>
<p>Assignment #2 and #3 Annotated Bibliography & Global Issues Report</p>		
<p>Week 6 (Feb 25/27)</p>	<p>Annotated Bibliographies Norton Textbook pgs: 192-198 Topic Proposals <u>Reporting Information</u> Norton Textbook pgs: 131-157</p>	
<p>Week 7 (Mar 3/5)</p>	<p>Library Day (Tuesday) Annotated Bibliographies in-class activity.</p>	<p>DUE <u>Wednesday: Topic Proposal</u> (blackboard) (50 points)</p>
<p>Week 8 (Mar 10/12)</p>	<p>Computer Lab Workshop (Tuesday) In-Class Conference (Thursday) (25 points)</p>	<p>DUE <u>Sunday: Annotated Bibliography</u> (blackboard)</p>
<p>Spring Break (16 – 20)</p>		
<p>Week 9 (Mar 24/26)</p>	<p>FILM</p>	
<p>Week 10 (Mar 31 – Apr 2)</p>	<p>Conferences (50 points)</p>	<p>DUE <u>Sunday: Global Issues Report</u> (blackboard)</p>

<i>Assignment #4 Argumentative Project</i>		
<p><i>Week 11</i> <i>(Apr. 7 – 9)</i></p>	<p><u>Arguing a Position</u> <i>Norton Textbook pgs: 157-162; and 170-184</i> <u>Arguing</u> <i>Norton Textbook pgs: 397-417</i> <u>iMovie Workshop (Thursday)</u></p>	
<p><i>Week 12</i> <i>(Apr 14 – 16)</i></p>	<p>Computer Lab Workshop</p>	
<p><i>Week 13</i> <i>(Apr 21 – 23)</i></p>	<p>Argumentative Project Presentations (50 Points)</p>	<p><i>DUE Sunday:</i> <u><i>Argumentative Project (blackboard)</i></u></p>
<i>Assignment #5 Discourse Community Ethnography</i>		
<p><i>Week 14</i> <i>(Apr 28 – 30)</i></p>	<p><i>Swales, J. "The Concept of Discourse Communities" (Blackboard Article)</i> <i>Kain and Wardle "Activity Theory" (Blackboard Article)</i></p>	
<p><i>Week 15</i></p>	<p><i>Questions and Conferences</i></p>	
<i>FINALS!!!</i>		