I. Instructor and Course Information:

Instructor: Carolyn Rhea Drapes, MA
Class instruction: MWF 10:30 A.M. - 11:20 A.M., UGLC 236
Office Hours: MWF 11:30 – 1:00 P.M., Bookstore building @ Einstein’s Bagels Café, or by appointment
Text me questions @ 915-478-2675
E-mail: crdrapes@utep.edu

II. Course Description

The goal of English 1311 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 English 1311 course is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. Through these assignments, you will learn how to write to explore, to inform, to analyze, and to convince/problem solve. 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.

It emphasizes the use of technology through a variety of assignments and activities. One important piece of technology utilized is the Blackboard system. Blackboard provides students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in Blackboard consistently as it is an integral part of the course.

Ultimately, this course is meant to teach you the skills necessary for English 1312. It is designed with four major types of writing in mind. These are: Writing to Explore, Writing to Explain, Writing to Analyze, and Writing to Convince/Solve Problems. Mastering all of these types of writing are necessary for success in English 1312 and beyond.

III. 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 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.
- Develop an awareness of and involvement in community issues and problems.

IV. Required texts and materials


Department of English. A Guide to First Year Composition. 15th ed. 2012. (An eBook available through the bookstore or through www.cafescribe.com.) Please be certain to purchase the 16th edition with this cover:

Any additional readings will be posted as PDFs or web-based documents on Blackboard.

Supplies (highly recommended)
- USB flash drive on lanyard or keychain
NOTE: Flash drives are easily left behind in classroom and library computers, so remember to remove them from the computers as soon as you are finished transferring and backing up your files.
CafeScribe Quick Start Guide

Students need to purchase an access code from either the UTEP Bookstore or online at http://www.CafeScribe.com. Below are a few simple steps to get started. More information about reading and using your book will be provided.

Creating a CafeScribe Reader user account and profile is simple, quick, and FREE!

1) Go to http://www.cafescribe.com to access the digital textbook(s) using the CafeScribe Reader.
2) Click on “CafeScribe Reader” listed in the banner at the top of the homepage.
3) At the “Login” page, create a new account, or login.
4) If creating a new account, the site will ask for your information including name, email, username, password, and school. (Please choose a username and password that is easily remembered.)

Activating the digital textbook:
1) Visit http://www.cafescribe.com and log in to the CafeScribe Reader.
2) Click the “Activate Book(s)” button.
3) Enter the access code that was purchased through the bookstore or CafeScribe and click the magnifying glass icon to lookup The Guide to First-Year Composition book.
4) Select the book, click “Activate Book(s)”, and the book will be ready to use.

V. Course assignments
This syllabus only provides assignments overview for the class; specific assignment sheets will be discussed in class and posted on Blackboard.

- Assignment #1 Develop an E-Portfolio or Professional Homepage (50 pts)
- Assignment #2: Discourse Community Map (50 pts)
  - Discourse Community Map and Response Assignment
  - Collective Discourse Community Map and Response assignment (In-class project)
- Assignment #3: How to write a memo (participation points received)
  - Choose a Topic for the Semester
  - Write Reflection and Self-Evaluation Memo
  - Compose a Peer-Review Memo
- Assignment #4: Agency Discourse Memo (100 pts)
- Assignment #5: Rhetorical Analysis (100 points)
  - Website Analysis presentation & response (both text and visual in one assignment, 100 points)
- Assignment #6 Annotated Bibliography (100 pts)
- Assignment #7 Community Problem Report (100 pts)
  - Option 1: Textual Report only: Community Problem Report
  - Option 2: Report Presentation and memo only: Community Problem Report and Response Memo
Assignment #8 Visual Argument: (150 points) and Visual Argument Presentation (50 points)
  - Option 1: Photo Story with Presentation
  - Option 2: Brochure with Presentation
  - Option 3: Poster Series with Presentation
  - Option 4: Public Service Announcement (PSA) with Presentation

Assignment #9: Writing to Convince and Solve Problems (100 points)
  - Option 1: Opinion Piece
  - Option 2: Persuasive Letter

Participation in Class: In-class and online. (200 points)

IV: Grade distribution

| 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          |                          |

Each or your projects will be assessed by how well you complete the assignment and the general quality of your writing. Final grades will be determined using the 1000 pt. scale below, with conversions from the percentages above.

V: Course and instructor policies

Projects Format: Word-process all projects using Microsoft Word (.docx) in 12-point (pt.) font, one-inch margins, and double-spaced. 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. Use a font/typographic style designed for print and online readability with either a serif font (Times New Roman, Garamond, Georgia), or sans-serif font (Helvetica, Helvetica Neue, or Arial). Note: The Microsoft Word default fonts Calibri (sans-serif) and Cambria (serif) are acceptable. Do not use Courier.

Microsoft Word is available to students on all campus computers; you may purchase Microsoft Office (and the Windows operating system) at a discounted price from the UTEP Bookstore. To obtain your copy of these and other software packages (Windows and Mac OS X), take your current UTEP ID card and go to the software desk on the first floor.

Be sure to name each submitted assignment with your first initial, last name, and an abbreviation of the assignment.

jmartinez rhetanalysis draft jmartinez rhetanalysis final

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 English 1311: As stated previously, this course extensively uses technology and multimedia software. It is required that students have access to the Internet, whether from home or university; moreover, students should become comfortable using the equipment and software required for the course. Note: If a student does not have access, he/she can get free access through the university.

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 evenings, 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 require a reboot, suddenly lose or delete files, or
another unforeseen catastrophe can and will occur. If students prepare their work ahead of time, they can go to plan B (seek another computer, locate and open lab, etc.).

**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 entered into the system. Any questions or problems can be directed to the Helpdesk at 747-5257.

All course content will be delivered via Blackboard, which students can access following these steps:

- Go to [http://my.utep.edu](http://my.utep.edu)
- Login is e-mail ID. Password is your e-mail password.
- Click on the link to Blackboard
- Once you log onto Blackboard, all your registered courses are listed under the appropriate semester.
- Click on the course title to access the course.

**Classroom Etiquette**

- Turn off cell phone ringers, and please do not text message or listen to iPods/MP3 players during class. Remove hats and headphones from head when in the classroom.
- At all times, do not check email, type assignments, or surf the web during class. Turn off monitor or place computer in sleep mode when not in use for class-related activities.
- After class has started do not use the printer.
- No food or drinks in the classroom.

**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 face-to-face (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).**
- Read everyone’s responses before posting; this will avoid repetition of what has been written (stated). Then, add something new to the discussion.
- Demonstrate that you read the assignment and your classmates’ comments carefully and thoughtfully. Simply writing **Yes and No answers will not get you credit.** Posts should justify positions and provide specific examples.
- Post answers in a timely manner to receive credit for the discussion. Late postings will not receive credit. Pay close attention to the posted deadlines.

**Attendance**

**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 in front of you to complete successfully your composition courses.

**Drop Policy**

- To preserve a student’s GPA, you may be dropped from the course after missing five (5) classes.
- To be considered present in face-to-face classes, one must be prepared as well as physically in class.
- Missing a scheduled conference with the instructor constitutes an absence.

Each semester has a drop date beyond which an instructor can no longer drop a student with a “W.” Students who fail to attend or fulfill assignments after the drop date must receive an “F.”
The drop date is Friday, November 1 for Fall 2013.  
(See online calendar for Fall 2013 at: http://academics.utep.edu/Default.aspx?tabid=69120)

- In the event of exceptional circumstances, and with the approval of the instructor of the course and the academic dean, a grade of “W” may be obtained.
- The student is responsible for supplying written documentation to support the request for a “W.”
- Acceptable reasons for a “W” include: personal or family medical emergencies, death of family member, military leave, or an exceptional work schedule that prevents you from completing the course.
- For information on semester deadlines, see the UTEP Academic Calendar http://academics.utep.edu/Default.aspx?tabid=11145.

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 (6) 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 (non-participation)

- Students failing to submit assignments on time will not receive feedback on performance. Therefore, it is important to submit work before deadlines for full credit and feedback.
- Assignments submitted one class day after the due date would be penalized up to one letter grade.
- Assignments submitted more than one day late may not be acceptable to the instructor for credit.
- Be sure to submit all major assignments in order to pass this class. While late work may adversely affect a grade, a zero can adversely affect enrollment.
- If a major assignment is over two class days late, the student faces failure for the section.

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, 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 with 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.
Americans with Disabilities Act (ADA)

The ADA requires providing reasonable accommodations 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, and in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.
<table>
<thead>
<tr>
<th>Calendar by Week</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>August 26 – 31</td>
<td>Overview of course and assignments</td>
<td>Discourse Communities Overview</td>
<td>Due on Blackboard</td>
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<tr>
<td></td>
<td>MH: Chapter 1, “Getting Started” FYC Guide:</td>
<td>Readings:</td>
<td>• Student introductions by Friday, August 31, 3 pm. and</td>
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<td></td>
<td>• First day writing exercise</td>
<td>• FYC Guide: 149 - 169</td>
<td>• “Writing Reflection &amp; Self-Evaluation Memo” due Sunday, September 1,</td>
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<tr>
<td>Late registration</td>
<td>Page 22 &amp; 173 (“Writing Reflection &amp; Self-Evaluation Memo”)</td>
<td>• Rubric for Assignment #2: 152</td>
<td>9:30 pm.</td>
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<tr>
<td>August 26 - 29</td>
<td>Review syllabus, Blackboard</td>
<td>Introduction to Semester Topic</td>
<td>MH: Writing to Explore:</td>
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<td></td>
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<td>Assignment #3: Choosing your Semester Topic</td>
<td>Read pages 110-153</td>
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<td>September 2 – 6</td>
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<td>• FYC Guide: 170 – 174</td>
<td>Assignment #3: Proposal Memo due. Submit to Blackboard by Sunday,</td>
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<td>Discourse Communities</td>
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<td>o Choosing topic activity</td>
<td>September 8 at 9:00 p.m.</td>
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<td>and Map</td>
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<td>Reading for Assignment #4, Agency</td>
<td>Assignment #3: Proposal Memo due. Submit to Blackboard by Sunday,</td>
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<td>Discourse Observation email memo:</td>
<td>September 8 at 9:00 p.m.</td>
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<td>Labor Day Holiday</td>
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<td>• FYC Guide: 175 – 190</td>
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<td>• Dos &amp; Do Nots: 177</td>
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<td>• Rubric: 179</td>
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<td>Assignment #3: Proposal Memo</td>
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<td>September 9 – 13</td>
<td>Introduction to Website Assignment</td>
<td>Assignment #2: Community Discourse Map due</td>
<td>Begin MH, Chapter 2, “Using What You Have Learned to Share Information:</td>
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<tr>
<td>Prewriting/Invention</td>
<td>Readings:</td>
<td>(September 11)</td>
<td>(pages 74-196)</td>
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<td></td>
<td>• FYC: 140-148</td>
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<td>Assignment #3: Proposal Memo due. Submit to Blackboard by Sunday,</td>
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<td>• FYC: 152-155</td>
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<td>September 8 at 9:00 p.m.</td>
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<td>Overview of free website hosts</td>
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<td>Census Day: September 11</td>
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<td>September 8 at 9:00 p.m.</td>
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<td>September 16 – 20</td>
<td>Readings:</td>
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<td>Rhetorical Analysis</td>
<td>• MH: Writing to Analyze:</td>
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<td>Assignment #3: Proposal Memo due. Submit to Blackboard by Sunday,</td>
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<td>196-237</td>
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<td>FYC:</td>
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<td>• Rubric for Group Presentation for Assignment #5: 194 – 195</td>
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<td>Assignment #3: Proposal Memo due. Submit to Blackboard by Sunday,</td>
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<td>• Dos &amp; Do Nots: 197</td>
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<td>September 8 at 9:00 p.m.</td>
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<td>Overview: Individual portion of Assignment #5: Rhetorical Analysis</td>
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<td>Assignment #3: Proposal Memo due. Submit to Blackboard by Sunday,</td>
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<td>September 8 at 9:00 p.m.</td>
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Note: as groups will present, one person will submit one (1) for proposal for the group.
English: 1311-901 crn: 11338  

September 23 – 27  
Media Analysis group presentations

5  
Work in class on presentations:  
Readings:  
• MH: Writing to Inform: 154-195

Media Analysis presentations

Media Analysis presentations

Assignment #4: Agency Discourse Memo final draft due Sunday, September 29 at 9:00 p.m.  
Community Problem proposal due Sunday, September 29 at 9:00 p.m.

September 30 – October 4  
Revision

6  
Annotated Bibliography Assignment #6: 245-  
• Dos & Do Nots: 246  
• Rubric: 247  
• Research questions: 252

Community Problem Assignment (#7) Overview

Readings:
• FYC: 281 - 304  
• MH: Writing to Inform: 154-195

Library day

Readings:  
• FYC  
• MH

October 7 – 11
Community Problem Report / Annotated Bib

7  
Readings:  
• FYC  
• MH

Readings:  
• FYC  
• MH

Annotated Bib peer-review draft due

October 14 – 18  
Research

8  
Peer-review memo due

Readings:  
• FYC  
• MH

Readings:  
• FYC  
• MH

Annotated Bib final draft due  
Mid-term grades emailed to Freshmen students

October 21 – 25
Argument / opinion

9  
Readings:  
• FYC  
• MH

Readings:  
• FYC  
• MH

Community Problem peer-review draft due

October 28 – November 1  
APA / Plagiarism

10  
Readings:  
• FYC  
• MH

Readings:  
• FYC  
• MH

Community Problem final draft due

Course drop deadline: Friday, November 1
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event/Assignment</th>
<th>Reading Material</th>
<th>Notes</th>
</tr>
</thead>
</table>
| November 4 – 8 | Peer-review memo due | • FYC  
• MH | Visual Argument proposal due |
| November 11 – 15 | Visual Argument Assignment | • FYC  
• MH  
Work in class: Visual Argument | Work in class: Visual Argument |
| November 18 – 22 | Visual Rhetoric | • FYC  
• MH  
• Overview of Opinion Piece or Persuasive Letter (#9) | Presentations of Visual Argument |
| November 25 – 29 | Presentations of Visual Argument | • FYC  
• MH | Presentations of Visual Argument |
| November 28 – 29 | Thanksgiving holiday |  |
| December 2 – 6 |  |  |
| December 9 – 13 | Finals Week |  |

Writing to Convince or Persuasive Letter assignment (#9) due by Sunday, December 8 at 9:30 p.m.