I. INSTRUCTOR AND COURSE INFORMATION:

INSTRUCTOR: Carolyn Rhea Drapes, M.A.
OFFICE HOURS: Wednesday 1:30 – 3:00 PM (Einstein’s Coffee, Bookstore Building), Thursday 4:30 – 6:00 PM (1st Floor UGLC Atrium)

TEXT/CELL: 915-478-2675
E-MAIL: crdrapes@utep.edu & carolynrheadrapes@gmail.com

For fastest replies, email me at CAROLYNRHEA.DRAPESGMAIL.COM, or text me with questions @ 915.478.2675. Please text me your name and class in an initial text before calling. Thanks!

REQUIRED TEXTS


Additional readings will be posted on Blackboard or instructions will be provided for accessing them.

In the next section, I provide 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

These assignments are for the course—specific assignment sheets will be discussed in class and posted on online. The First-Year Composition Program at UTEP uses a rubric for each assignment.

- **TOPIC PROPOSAL FOR SEMESTER (25 PARTICIPATION POINTS):** Write a proposal to identify the subject/issue/topic you will be working with for the ENTIRE semester. Your proposal will be submitted, approved, and graded by me for a possible 20 participation points.

  REMEMBER: Once approved all assignments will be researched and written about your topic or issue for this semester

- **EPORTFOLIO (100 POINTS) WITH TWO OPTIONS FROM WHICH TO CHOOSE:** This assignment will be worked on throughout the semester. You will create, design, and maintain an academic profile in the form of an ePortfolio website and it is worth up to 100 grade points.

  OPTION 1: ADVOCACY WEBSITE W/ ONLINE OPINION PIECE

  OPTION 2: EXTENDED PROFESSIONAL E-PORTFOLIO

- **GENRE ANALYSIS OUTLINE (50 PARTICIPATION POINTS):** You will complete the following activities in preparation for the Genre Analysis Essay assignment: Choosing your genres; analyzing specialized genres; and analysis outline assignment. for a possible 60 participation points.

- **GENRE ANALYSIS (100 POINTS):** You will identify two texts on the same subject, but in different genres, and then write a comparative analysis. This will be submitted (rough and final drafts) and graded by me, and worth up to 100 grade points for the final draft. Your rough draft submission will receive participation points.

- **RESEARCH PROPOSAL OUTLINE (50 PARTICIPATION POINTS):** 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. Submit for approval, and graded by the instructor for a possible total of 50 participation points.

- **LITERATURE REVIEW / PRIMARY RESEARCH REPORT (200 POINTS):** Conduct primary research and locate credible secondary sources on an aspect of the topic you chose for this semester. This aspect should concern a social, political, or ethical issue. By doing this, you will become a well-informed subject expert. Next, you will draft your report using your sources and primary research; synthesize and summarize your arguments and ideas. For this assignment, the final draft earns up to 200 grade points. Rough draft submission receives participation points.

  Primary research may be one of the following: Survey, Interview, Observation. (you may conduct two types if you wish, but two are not required.)
• **Advanced Visual Argument Outline Activities (30 Participation Points):** You will submit an outline showing the persuasive purpose and argumentative structure for the project. Complete the persuasive purpose worksheet, develop advocacy reasons, and gather evidence to support the reasons for 30 points.

• **Advanced Visual Argument (200 Points): Choose from one of the following**
  
  **Option 1: Documentary (group)**
  - Groups will plan, write, capture, and edit a Documentary that advocates a position on one of the group member’s researched issue. Groups usually have from two (2) or three (3), up to five (5) members.
  - All students will have the opportunity to be more familiar with iMovie software during the semester, but the groups may use Movie Maker or Adobe Premier if they so choose.
  - Groups will upload their documentary to Vimeo or YouTube and have one member submit the link for grading.
  - This project earns up to 200 grade points for each group member as well as participation points for a preliminary draft.

  **Option 1: Open Education Resource (individual or in pairs)**
  - Students or pairs of students will select a concept or terminology to define and explain that has some connection to your area of study.
  - This project may be created using iMovie, Movie Maker, etc., or Prezi and PowerPoint. Individuals or pairs of students will upload their documentary to Vimeo or YouTube (may convert a PowerPoint to video) or host on Prezi. As with the documentary, pairs will have one member submit the link or file for grading.
  - This project earns up to 200 grade points for each group member as well as participation points for a preliminary draft.
  - For example, if you are a pre-Kinesiology major, you could research and then create a visual document that presents information specific to kinesiology, such as a set of PT exercises for a particular injury. If you are an engineering major, you can define a type of process or term used in the area of engineering you are studying, such as civil, mechanical, etc. This project earns up to 200 grade points for each group member as well as participation points for a preliminary draft.

• **Class Presentation (50 Points):** Groups will present their Documentaries and individuals will present their Advocacy Website to the class, to earn up to a possible 50 grade points.

• **Class Participation (200 Points):** In hybrid classes, 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. Hybrid classes meet in class one time per week; therefore, attendance and participation in-class and online is mandatory.

Activities for this course thus ensure you learn the material and help you to compose effective projects. This score includes attendance in class as well as homework, drafts, discussion postings, peer reviews, and any other assigned.
### Course Calendar (Dates, Readings Subject to Change)

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<th>Overview and Date</th>
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<th>Assignment Details/Activities</th>
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| **August 27 – 31** | **Overview of:** | **Ongoing Semester Project: EPortfolio**
| | 1) Topic proposal | - You may add to your 1301 ePortfolio with content for this course. For questions about web management systems not listed here, please email me to discuss your project ideas. The ePortfolio will display your classwork and other information.
| | 2) ePortfolio website | - It will include a blog, or area where you will post assignment reflections. This is known as Writing About Writing.
| | 3) Genre Analysis | - Additional activities may be added for assignment updates.
| | Late registration: August 27 – 30 | **NOTE:** For this assignment, Tumblr is not an appropriate choice.

| **September 3 – 7** | **Introduction** | **Introduction** in the Blackboard **Discussions** area (due by Sunday, September 2 at 11:30 PM.)
| **Labor Day** | - WIT Reader= Ch. 1: Writing Transfer | Begin creating or updating the web content management site you will use for your ePortfolio (either option). A few choices are:
| | - RWS Handbook= Ch. 5: Intro and Assignment 1 | a. Wix: [http://wix.com](http://wix.com)
| | 1) Topic proposal | c. Wordpress: [http://wordpress.com](http://wordpress.com)
| | 2) ePortfolio website | | **Semester Topic:**
| | 3) Genre Analysis | - The topic proposal is a requirement for this assignment and must be approved.
| | | - Submit your topic proposal for this semester’s research by next Tuesday, September 4, for 25 participation points.

### Genres Encompass Three Modes.
- **Oral:** Public speaking, recorded advertising, podcasts, radio show/programs, class lectures, face-to-face interviews, songs, performances.
- **Typographic:** Books/textbooks, magazines, newspapers, websites, primary source documents (historical diaries, essays, telegrams), laws/policy, transcribed interviews, written music lyrics.
- **Iconographic:** Webcast, video/music videos/YouTube, posters, cartoons/comics, photography, instruction sets (visual), televised interviews, corporate logos. Genre Analysis draft continued

| **September 10 – 14** | **Peer Review and Revision** | **Peer Review and Revision:**
| **September 12 (Census Day)** | **Genre Analysis Draft** DUE. | **Genre Analysis Draft** DUE. **Peer Review and Revision:**
| **Students Who have not attended class by this day will be dropped** | | **WIT Reader= Ch. 7: Analysis**
| | | RWS Handbook=Ch. 5: Assignment 2, Student Models and Drafting and Putting it Together.

### According to the Rhetorical Network, analyzing the genre chosen and used is to: “Study the form and content of a message.”

- **RWS Handbook= Ch. 5: Assignment 2 Overview and Guidelines**
- **WIT Reader= Ch. 2: Research and Writing as a Process**

- **Begin discussion on topic for the semester and Genre Analysis.**

- **Genre Analysis Outline** DUE (see instructor resources in BB)

- **Topics this week:** Genre Analysis Outline

- **Update ePortfolio Shell** or **Content Management Site Selection** DUE
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| **4** SEPTEMBER 17–21 | Begin Literature Review Research Report.  
**FINAL GENRE ANALYSIS DUE** | Eli Review. Feedback and Revision.  
http://elireview.com/content/td/feedback/  
RWS Handbook: Ch. 2 Revision |
| **5** SEPTEMBER 24 – 28 | RESEARCH PROPOSAL OUTLINE DUE (see instructor resources for research questions worksheet) | RWS Handbook: Ch. 5, Assignment 3 Overview and Assignment Guidelines.  
WIT Reader: Ch. 3: Posing Meaningful Questions  
https://www.youtube.com/watch?v=PkclHstP6t0 |
| **6** OCTOBER 1 – 5 | Finding Sources and Determining your Primary Research  
**PRIMARY RESEARCH QUESTIONS DUE** | RWS Handbook: Ch. 3, Research, Library, and Technology  
WIT Reader: Ch. 4: Reading  
https://owl.english.purdue.edu/owl/resource/553/01/ |
| **7** OCTOBER 8 – 12 | Summary and Synthesis of Research  
Choosing and Integrating Evidence. | RWS Handbook: pp. 26-27  
RWS Handbook: Ch. 5, Assignment 3, Student Models  
Primary Research WIT Reader, pp. 18, 67, 149 |
| **8** OCTOBER 15–19 | LITERATURE REVIEW RESEARCH REPORT DRAFT DUE ON SUNDAY, OCTOBER 21 AT 11:30 PM | WIT Reader: Ch. 5 &6 Summary and Synthesis  
A Rhetorical Precis:  
http://oregonstate.edu/instruct/phl201/modules/rhetorical_precis/sample/peirce_sample_precis_click.html  
http://writingcommons.org/index.php/open-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/1030-synthesizing-your-research-findings |
| **9** OCTOBER 22–26 | LITERATURE REVIEW RESEARCH REPORT DRAFT DUE ON SUNDAY, OCTOBER 21 AT 11:30 PM  
Continue to Revise the LITERATURE REVIEW/PRIMARY RESEARCH REPORT | WIT Reader=Ch. 11: Choosing and Integrating Evidence  
RWS Handbook= Ch. 5, Assignment 3, Drafting and Putting Together the Lit. Review. |

Begin: ADVANCED VISUAL ARGUMENT,  
Advanced Visual Argument Outline Activities (STORYBOARDS DUE) see instructor resources for storyboard assignment)
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<th>Overview and Date</th>
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<tr>
<td><strong>10</strong> October 29 – November 2</td>
<td><strong>LITERATURE REVIEW / PRIMARY RESEARCH REPORT FINAL DUE.</strong></td>
<td>WIT Reader=Ch. 11: Choosing and Integrating Evidence Evidence RWS Handbook= Ch. 5, Assignment 3, Drafting and Putting Together the Lit. Review.</td>
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<td><strong>November 2, DROP DAY: LAST DAY TO DROP A STUDENT WITH A W DEADLINE</strong></td>
<td>Work in class: ADVANCED VISUAL ARGUMENT</td>
<td>Conduct Peer Review of Lit Review</td>
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<td><strong>11</strong> November 5 – 9</td>
<td>Work in class: ADVANCED VISUAL ARGUMENT</td>
<td>WIIT Reader=Ch. 12: Citing Resources</td>
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<td>(Decide what option to complete) <strong>GROUP CONTRACT DUE</strong> if applicable</td>
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<td><strong>12</strong> November 12–16</td>
<td>Work in class: ADVANCED VISUAL ARGUMENT</td>
<td>RWS Handbook</td>
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<td>Finalize schedules for PRESENTATIONS.</td>
<td>• Ch. 2, Revision;</td>
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<td>• Ch. 5, Assignment 4;</td>
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<td>• Overview and Guidelines; and</td>
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<td>• Ch. 6, Sharing the Grade</td>
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<td>WIIT Reader: Ch. 8 Framing Arguments;</td>
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<td>Ch. 9: Constructing Arguments;</td>
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<td>Ch. 10: Designing Arguments: Formats and Modalities</td>
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<td><strong>13</strong> November 19 – 23</td>
<td><strong>Thanksgiving Day &amp; Friday Holiday</strong></td>
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<td><strong>14</strong> November 26–30</td>
<td><strong>ADVANCED VISUAL ARGUMENT UPLOADED TO VIMEO OR YOUTUBE</strong></td>
<td>Yancey, K. (2004). Made not only in words: Writing in a new key.” CCC 56(2), 297-328.</td>
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<tr>
<td><strong>15</strong> December 3–7</td>
<td><strong>ADVANCED VISUAL ARGUMENT UPLOADED TO VIMEO OR YOUTUBE</strong></td>
<td>RWS Handbook= Ch. 5, Assignment 5, Presenting the Visual Argument</td>
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<td><strong>17</strong> December 10–14</td>
<td><strong>FINALS WEEK</strong></td>
<td><strong>EPORTFOLIO ASSIGNMENT DUE THE DAY OF THE FINAL: DECEMBER 13 BY 11:30 P.M.</strong></td>
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<td><strong>NO MEETING THAT DAY</strong></td>
<td>Grades due records office: Wednesday, December 19 noon, &amp; officially available to students online on May 21.</td>
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II. 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 important information.

III. LEARNING OUTCOMES

- By 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.

Students will also have the opportunity to strengthen skills sets in the following areas:

- Think, read, and write critically;
- Formulate research questions and perform primary and secondary research to answer those questions;
- Become familiar with the contents of the UTEP Library, in a variety of forms and areas of professional study (e.g. the arts, humanities, sciences, nursing, social sciences, business, engineering, and education);
- Analyze and synthesize material from outside sources;
- Develop a sensitivity to the significance of data and how it can be rhetorically applied to various genres; and,
- As part of a research process, apply research to various genres; receive instruction in the logic and form of documentation within a discipline (APA); learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material); write analytical and argumentative papers appropriate to genres and larger discourse communities.

Technology

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

Submit assignments Blackboard by following the following steps:

- Go to http://my.utep.edu
- Login is e-mail your ID. Password is the same as your e-mail password.
- Click on the link Blackboard
- Once logged into Blackboard, all a student’s courses are listed.
- Click on the course title to access the course.
Classroom Etiquette, Whether in Class or Online

- Electronic devices can be 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. Remember members of the class and instructor will be reading any posts. When reacting to another’s message (verbal or written), address the ideas, not the person.
- 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 classmates and professor only. 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. 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 class meets twice a week; therefore, if you are absent from more than two classes (= two weeks), you may be dropped from the course. Missing a scheduled conference with the instructor constitutes an absence. As always, you may text or call me at 915-478-2675 to let me know if you are detained for a meeting.

Academic Integrity

UTEPE AND THE ENGLISH DEPARTMENT NEVER TOLERATE ACADEMIC DISHONESTY.

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, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Visit the Office of Dean of Students for more information. Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs.

VI: GRADING AND POLICIES

Projects Format: Word-process all projects using Microsoft Word (docx) in 12-point (pt.) font, one-inch margins, and double-space. 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 also acceptable. However, do not use Courier.

| Grade Distribution (Students can earn a total of 1000 points for the course): |
|--------------------------|--------------------------|
| 1000-900 = A             | 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. |
| 899-800 = B              | 799 -700 = C             |
| 799 -700 = C             | 699- 600 = D             |
| 699 - 600 = D            | 599 and below = F        |

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.
For every assignment, use the correct extension (.doc or .docx), and do not erase the extension; if it is missing, your project cannot be opened. If you use Pages (Apple OSX), please save your documents as a .docx. If you use Google docs, export to Word and upload that file.

**Rough Drafts**: Part of your participation grade will include the submission of rough drafts. Rough drafts should be as complete as possible with partial essays receiving a lower score. Submit drafts before or on the due date. The only assignments that do not require a rough draft are the **Documentary Film** and **Advocacy Website**. Generally, I will provide guidelines on what percentage or features of an assignment must be included in your draft to receive the most participation points possible.

**University Writing Center (UWC)**

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 can, make me aware of a complication, and I will do everything I can to assist you or put you in contact with university staff who are trained to assist you.

**Participation/Attendance**

Attendance is important and affects your participation grade, especially as this is a summer course. Points may be gained from participation both in class and online. You must be prepared and attend consistently to understand and incorporate the skills and processes used. Participation is worth 200 points of final grade and earned by attendance and submitting drafts, discussions, whether in class or online.

**Copyright and Fair Use**

The University requires all members of its community to follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend students nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

**Accommodations**

Your success in this class is important to me. We will all need accommodations because we all learn differently. 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.

**The Americans with Disabilities Act (ADA)**

ADA requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If students suspect that they have a disability and needs accommodation, contact the Disabled Student Services Office (DSSO) at 747-5148 or dss@utep.edu. The DSSO is located in Room 106; Union East Bldg. Students are responsible for presenting the instructor any DSS accommodation letters and instructions.