RWS 1302 – 011 CRN 14082 12:00 P.M. – 1:20 P.M. MONDAY UGLC 232 FALL 2019

INSTRUCTOR AND COURSE INFORMATION

INSTRUCTOR: Carolyn Rhea Drapes, M.A.

Office Hours:
Tuesday and Thursday: 4:30 – 6:00 PM (UGLC first floor Atrium,
By text or cell as needed nightly: M-R, SS: 9:00 PM–12:00 AM
Or by appointment, in person, text, or phone

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

Class Instruction: UGLC 232, Monday 12:00 PM-1:20 PM
Text/Cell: 915-478-2675
E-mail: carolynrhea.drapes@gmail.com & crdrapes@utep.edu

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 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.

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;
- Engage reflection about their own learning;

Students will also have the opportunity to strengthen skill 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; and, develop a sensitivity to the significance of data and how it can be rhetorically applied to various genres; and, apply research to various genres, master 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.

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.
Detailed assignment sheets provided and posted online. The First-Year Composition Program at UTEP uses assignment grading rubrics.

- **TOPIC PROPOSAL FOR SEMESTER (20 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 (60 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.

- **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.
### Overview and Date

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<tr>
<th>Date</th>
<th>Notes and Readings</th>
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<td><strong>AUGUST 26–30</strong></td>
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<tr>
<td>Overview of:</td>
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<td>1) Topic proposal</td>
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<td>2) ePortfolio website</td>
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<td>3) Genre Analysis</td>
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<td>Late registration: August 27–30</td>
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<td><strong>SEPTEMBER 2 – 6</strong></td>
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<td><strong>LABOR DAY</strong></td>
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<td>No Classes Monday, September 2</td>
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<td><strong>SEPTEMBER 9 – 13</strong></td>
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<td><strong>SEPTEMBER 12 (CENSUS DAY)</strong></td>
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<td><strong>STUDENTS WHO HAVE NOT ATTENDED CLASS BY THIS DAY WILL BE DROPPED</strong></td>
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### Assignment details / Activities

**COURSE CALENDAR (DATES, READINGS SUBJECT TO CHANGE)**

**ONGOING SEMESTER PROJECT: ePORTFOLIO**
- 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.
- It will include a blog, or area where you will post assignment reflections. This is known as **WRITING ABOUT WRITING**.
- Additional activities may be added for assignment updates.
- **NOTE:** For this assignment, **TUMBLR** is not an appropriate choice.

**SEMESTER TOPIC:**
- 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.

**INTRODUCTION**

- **INTRODUCE yourself in the Blackboard Discussions area**
  (due by Sunday, September 2 at 11:30 PM.)
- Begin creating or updating the web content management site you will use for your ePortfolio (either option). A few choices are:
  - **Wixx:** http://wixx.com
  - **Weebly:** http://weebly.com
  - **Wordpress:** http://wordpress.com/

- **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

**GENRE ANALYSIS OUTLINE DUE WEEK 3**
(see instructor resources in BB)
- **Topics this week:** Genre Analysis Outline
- **UPDATE ePORTFOLIO SHELL or CONTENT MANAGEMENT SITE SELECTION DUE**

- **Peer Review and Revision**
  - **GENRE ANALYSIS DRAFT DUE.**

- **PEER REVIEW AND REVISION:**

- **WIT Reader = Ch. 7: Analysis**
  - RWS Handbook=Ch. 5: Assignment 2, Student Models and Drafting and Putting it Together.
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<th>Overview and Date</th>
<th>Notes and Readings</th>
<th>Assignment details / Activities</th>
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<tr>
<td>4  SEPTEMBER 16–20</td>
<td><strong>Begin Literature Review Research Report.</strong></td>
<td><strong>FINAL GENRE ANALYSIS DUE</strong></td>
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<td><strong>RESEARCH PROPOSAL OUTLINE DUE</strong> (see instructor resources for research questions worksheet)</td>
<td><strong>RWS Handbook= Ch. 5, Assignment 3 Overview and Assignment Guidelines.</strong>  <strong>WIT Reader= Ch. 3: Posing Meaningful Questions</strong>  <strong>Stork, David. “How to Ask Good Questions.” TEDx. YouTube. 25 April 2013. 7 Nov. 2015.</strong>  <strong><a href="https://www.youtube.com/watch?v=PkcHstP6HtQ">https://www.youtube.com/watch?v=PkcHstP6HtQ</a></strong></td>
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<td>5  SEPTEMBER 23 – 27</td>
<td><strong>Finding Sources and Determining your Primary Research</strong></td>
<td><strong>PRIMARY RESEARCH QUESTIONS DUE</strong> <strong>RWS Handbook= Ch. 3, Research, Library, and Technology</strong>  <strong>WIT Reader= Ch. 4: Reading</strong>  <strong>Driscoll, Dana Lynn, and Allen Brizee. “Evaluating Sources: Overview.” The Purdue Online Writing Center: Purdue University. 22 Feb. 2013. Web.</strong>  <strong><a href="https://owlenglish.purdue.edu/owl/resource/553/01/">https://owlenglish.purdue.edu/owl/resource/553/01/</a></strong></td>
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<td><strong>Summary and Synthesis of Research Choosing and Integrating Evidence.</strong></td>
<td><strong>RWS Handbook= Ch. 5, Assignment 3, Student Models</strong>  <strong>Primary Research WIT Reader, pp. 18, 67, 149</strong></td>
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<td>7  OCTOBER 7 – 11</td>
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<td><strong>WIT Reader= Ch. 11: Choosing and Integrating Evidence</strong>  <strong>RWS Handbook= Ch. 5, Assignment 3, Drafting and Putting Together the Lit. Review.</strong>  <strong>Begin: ADVANCED VISUAL ARGUMENT, Advanced Visual Argument Outline Activities (STORYBOARDS DUE) see instructor resources for storyboard assignment)</strong></td>
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<td>8  OCTOBER 14 – 18</td>
<td><strong>LITERATURE REVIEW RESEARCH REPORT DRAFT DUE ON SUNDAY, OCTOBER 21 AT 11:30 PM</strong></td>
<td><strong>WIT Reader=Ch. 11: Choosing and Integrating Evidence</strong>  <strong>RWS Handbook= Ch. 5, Assignment 3, Drafting and Putting Together the Lit. Review.</strong>  <strong>Begin: ADVANCED VISUAL ARGUMENT, Advanced Visual Argument Outline Activities (STORYBOARDS DUE) see instructor resources for storyboard assignment)</strong></td>
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<td>9  OCTOBER 21– 25</td>
<td><strong>LITERATURE REVIEW / PRIMARY RESEARCH REPORT FINAL DUE.</strong></td>
<td><strong>Work in class: ADVANCED VISUAL ARGUMENT</strong> <strong>WIT Reader=Ch. 11: Choosing and Integrating Evidence</strong>  <strong>RWS Handbook= Ch. 5, Assignment 3, Drafting and Putting Together the Lit. Review.</strong></td>
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<td>10 OCTOBER 28 – NOVEMBER 1</td>
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**Drop Day: Last day to drop a student with a W deadline**
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<tr>
<th>Overview and Date</th>
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<tbody>
<tr>
<td><strong>12</strong> NOVEMBER 11–15</td>
<td>Work in class: ADVANCED VISUAL ARGUMENT Finalize schedules for PRESENTATIONS. RWS Handbook Ch. 2, Revision; Ch. 5, Assignment 4, Overview and Guidelines; and Ch. 6, Sharing the Grade WIIT Reader: Ch. 8 Framing Arguments; Ch. 9: Constructing Arguments; Ch. 10: Designing Arguments: Formats and Modalities</td>
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<td><strong>14</strong> NOVEMBER 25–29</td>
<td>Due this week: GROUP PRESENTATIONS</td>
<td>Thanksgiving Day &amp; Friday Holiday</td>
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<td><strong>15</strong> DECEMBER 2–6</td>
<td>Due this week: GROUP PRESENTATIONS</td>
<td>LAST DAY OF THIS COURSE: MONDAY, DECEMBER 3 LAST DAY OF CLASSES: THURSDAY, DECEMBER 5 DEAD DAY: DECEMBER 6</td>
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<td><strong>17</strong> DECEMBER 9–13</td>
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<td>Finals Week EPORTFOLIO ASSIGNMENT DUE THE DAY OF THE FINAL: WEDNESDAY, DECEMBER 11 BY 11:30 PM. (NO MEETING FOR FINALS WEEK).</td>
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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 such as ATLAS (http://issweb.utep.edu/) 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 Microsoft Word following APA format unless directed otherwise. Microsoft Word is available to all campus computers and through the Cloud.

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

jmartinez rhetanalysis draft     jmartinez rhetanalysis final

Due Dates for Major Assignments
Unless otherwise stated, major assignments will be due (and submitted to Blackboard) Sundays at 11:30 PM.

Late Work
It is important to submit work before deadlines for full credit and feedback.

Grading and Policies
Projects Format: Word-process all projects using Microsoft Word (doc), 12-point (pt.) font, one-inch margins, and double-spaced. 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.

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

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. If you use Pages (Apple OS X), please save your documents as a docx.

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 the audience, in class and online. Remember that members of the class and the instructor will be reading any posts. 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.

**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).

**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 Dean of Students](#) page for more information on Academic integrity.

**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.

**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, 915-747-5148 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.

Please make note of my office hours and email, and reach out to me if you need to ask questions or clarifications about the assignments. Have a great semester.