I. Instructor and Course Information:

Instructor: Carolyn Rhea Drapes, M.A.
Office Hours: M 8:00 – 10:00 AM; TR 3:00 – 5:00 PM
107 Worrell Hall, or by appointment

Class instruction: Online
Text/cell: 915-478-2675
E-mail: crdrapes@utep.edu

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.
  - Engage reflection about what they have learned.

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.
Required Texts:


Biswas, M. and Crnkovic Padon D. eds. 2016 The Undergraduate Rhetoric and Writing Studies Handbook. This is an eBook available through the bookstore or through the publisher Follet/VitalSource.

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.


IV. Course Assignments (this syllabus provides an overview of assignments for the class--specific assignment sheets will be discussed in class and posted online):

The First-Year Composition Program at UTEP uses a rubric for each assignment, and provided by instructor.

- **Topic Proposal for Semester (30 points):** Write a proposal that identifies your semester subject/issue/topic. Your proposal will be submitted, approved, and graded by the instructor for a possible 30 participation points.

- **Genre Analysis Outline (60 points):** Complete the activities to prepare for the Genre Analysis Essay assignment: Choosing your genres; Analyzing specialized genres; and Analysis outline assignment for a possible 60 pts.

- **Genre Analysis (100 points):** Identify two texts on the same subject, but in different genres, and then write a comparative analysis. Submit drafts (rough and final) for a grade out of a possible 100 points. Rough draft receives participation points.

- **ePortfolio (150 points):** Students will create, design, and maintain an ePortfolio website throughout the semester. Students will design, add additional links, and provide the needed content to this website in any way they want—with the stipulation that it is focused on presenting your work, drawn from the semester’s work and research, which will also include a blog component. Students should copy and paste the link on a Word document and submit for a grade by the instructor for a possible 150 points.

- **Research Questions/Citation Analysis Matrix (30 points):** Submit 3-4 research questions for approval and complete the citation analysis matrix as an activity assignment to begin work on the Literature Review/Primary Research Report. Submitted to, approved, and graded by the instructor for a possible total of 30 points.

- **Literature Review / Primary Research Report (200 points):** Conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Next, write a literature review using these sources, which summarizes and synthesizes the arguments and ideas of your research sources. Submit rough and final drafts for a possible grade of 200 points. Rough draft receives participation points.

- **Argumentative/Advocacy Outline for Advocacy Website (20 points):** Submit an outline to show the persuasive purpose and argumentative structure of your documentary film. Submit to instructor for a possible 20 points.

- **Advocacy Website Group Project (200):** Plan, write, construct, and publish a website advocating a position on your group’s (or individual’s) researched issue. Students will have opportunities to become more familiar with this software throughout the semester; Students will upload their projects to an online or application content management platform, copy the link, paste it into a Word Document, and then submit to the instructor for a possible 200 points.

- **Class Presentation (50 points):** Students will present their Advocacy Website, which the instructor will grade for a possible 50 points. For an online course, suitable arrangements will be made to allow for this assignment in an online capacity.

- **Online Opinion Piece (100 points):** Students will write an online opinion piece on one aspect of their topic researched for their Literature Review/Primary Research Report and will advocate for a policy change. Students must submit their final draft, which the instructor will grade for a possible 100 points.
• **Class Participation (100 points):** Participation in-class and online is mandatory. The activities included in this category ensure that you learn the material and help you to compose effective projects. This score will include your attendance in class as well as homework, drafts, discussion postings, peer reviews, and any other work your instructor assigns.

### 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                  |                                                                 |
| 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.

**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**.

**Rough Draft Assessment:** For every rough draft you will receive comments inserted and at the end of the essay. The purpose of this feedback confirms:

- That your paper is on the right track: that it meets the requirements of the assignment.
- That you comment on the “big issues.” Your peers will comment on your papers and will focus on a handful of concerns. Address these concerns and this will help you write a more effective analysis. Your peers will **NOT** focus on grammar and such—so it is a good idea to get additional help from the Writing Center for this.

What the scores mean: Keep in mind that a 15 on your rough draft does not mean you have an A+ paper; it only means you submitted a complete draft and provided a lot of content for substantial feedback. I would suggest you still go to the Writing Center, or come see me again after you have revised. Scores received on your drafts between 0 and 15 mean:

15 – Good draft. It is appropriate to the assignment and shows effort, although your draft requires more development and/or revision. No draft is perfect and ready for a final grade. This does NOT mean you have an “A” paper—just simply means you are on the right track.

10 – Adequate draft. It is appropriate to the assignment, but needs much more development and/or revision. OR, It has development but is not appropriate to the assignment.

5 – Inadequate draft. A draft has been submitted, but it does not address the requirements of the assignment. OR It is significantly underdeveloped.

0 – No draft submitted or a draft that cannot be opened.

**University Writing Center (UWC)**

**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.

**Technology:** 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://atlas.utepe.edu) are often available until midnight, but
schedules do vary. All work is submitted online, and not having access to a computer will not be an excuse for incomplete or late assignments.

**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 10% of final grade. No late participation work is accepted!

Here is how you earn your class participation points:

1. Discussion Board Participation = up to 20 pts
2. Submitted Genre Analysis Rough Draft = up to 15 pts
3. Submitted Literature Review Rough Draft = up to 20 pts
4. Submitted Documentary Storyboard = up to 15 pts
5. Submitted Online Opinion Piece Rough Draft = up to 15 pts
6. Attended Technology Training = 15 pts

Total = 100 pts

**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.

**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.
### Course Calendar (dates and readings subject to change):

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Notes and Readings</th>
<th>Assignment details / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 August 22–26</td>
<td><strong>Introduction</strong> In <em>The Guide to FYC</em> accessed and purchased from BryteWave (brytewave.com); For Tuesday: (1) Read introduction section about the course: pp. 192-204 (2) Choosing your topic for the semester on p. 205 &amp; Review of Discourse Communities on pp. 206-207.</td>
<td>Submit your topic proposal for this semester’s research by next Wednesday, September 4 for ten (10) points. The topic proposal is a requirement for this assignment. Ongoing semester project: The e-portfolio that displays your work for this class. Start investigating which web content site you would like to use to construct your e-portfolio website this semester. The a couple choices are: a. <strong>Wixx</strong> <a href="http://wix.com">http://wix.com</a> b. <strong>Weebly</strong>: <a href="http://weebly.com">http://weebly.com</a></td>
</tr>
<tr>
<td>2 August 29 – September 2</td>
<td><strong>Readings in the Pearson text:</strong> Rhetoric and Writing Studies in English: Research and Critical Writing Course: • “Writing and Genres,” pp. 2-11 • “Rhetorical Analyses,” pp. 41-68</td>
<td><strong>Due this week:</strong> • Review Discourse Community theory and its types on pages 206-07 of your e-book. • <strong>Tuesday, September 2.</strong> Choose two (2) different genres for analysis; prepare the matrix. • Submit the Genre Analysis Matrix for Thursday, September 4, by 11:30 pm, and using the Word document provided on Blackboard. This assignment is worth a possible 30 points. • Next, write a draft report to be submitted to Blackboard by Sunday, September 8, 11:30 pm. • <strong>Wednesday, September 3.</strong> Overview of Website assignment. (pages 208-215 in the e-book). Publish your analysis to your e-portfolio (see page 240 in your e-book).</td>
</tr>
</tbody>
</table>

---

For purposes here, 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 video/YouTube, posters, cartoons/comics, photography, instruction sets (visual), televised interviews, corporate logo.

---

**August 29 – September 2**

**Topics this week:**
- Discourse Communities
- Genre Analysis Matrix

**Assignment:** Write an analysis that presents information about each genre; conclude your paper by assessing which genre does a better job of presenting information about the same topic.

Refer to the two student sample documents in the e-book pp. 224-231, 232-239.

**Assignment #1: Genre Analysis** Refer to the FYC e-book pp. 216–240. For this assignment, you will consider if the genre (basically, a container for the message) is appropriate for the message, and does it take into account the rhetorical situation in which it is presented to its audience(s)?

**Overview:** Select two genres that center on the same topic.

According to the Rhetorical Network, analyzing the genre chosen and used is to “study the form and content of a message.”
### Course Calendar (dates and readings subject to change):

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Notes and Readings</th>
<th>Assignment details / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 September 5 – 9</td>
<td>• WIT Reader, Chapter 2: Research and Writing as a Process</td>
<td>June 16-17: Receive drafts and revise to submit final draft</td>
</tr>
<tr>
<td></td>
<td>• RWS Handbook, Chapter 5: Assignment 2, Drafting and Putting It Together</td>
<td>June 17-18: Draft preliminary questions for assignment and begin research. Work through the activities to help formulate your questions</td>
</tr>
<tr>
<td></td>
<td>Due dates for this week</td>
<td>• Activity #1 (pp.: 528-529): Preliminary Research questions</td>
</tr>
<tr>
<td></td>
<td>Wednesday, September 10: Genre Analysis draft submitted by 11:30 pm.</td>
<td>• Activity #2 (pp. 530) Focus the topic</td>
</tr>
<tr>
<td></td>
<td>Sunday, September 14: Final draft of Genre Analysis</td>
<td>Activity #3 (pp. 531): Generating Research Questions</td>
</tr>
<tr>
<td>4 September 12–16</td>
<td>Introduction to the Literature Review and Research Report.</td>
<td>Genre Analysis draft due, Thursday, September 15 at 11:30 PM.</td>
</tr>
<tr>
<td></td>
<td>• WIT Reader, Chapter 2: Research and Writing as a Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• RWS Handbook, Chapter 5: Assignment 2, Drafting and Putting It Together</td>
<td></td>
</tr>
<tr>
<td>5 September 19 – 23</td>
<td>• WIT Reader, Chapter 3: Posing Meaningful Questions</td>
<td>Due</td>
</tr>
<tr>
<td></td>
<td>September 19 (Census Day)</td>
<td>Genre Analysis final draft due, Monday, September 19</td>
</tr>
<tr>
<td></td>
<td>Begin</td>
<td>Prepare your Genre Analysis final draft for placement on your ePortfolio page by Saturday, September 24 at 11:30 PM. Submit the web address for this page on your ePortfolio.</td>
</tr>
<tr>
<td></td>
<td>• Literature Review Research Report.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Research Proposal Outline</td>
<td></td>
</tr>
<tr>
<td>6 September 26 – 30</td>
<td>• RWS Handbook, Chapter 5, Assignment 3 Overview and Assignment Guidelines.</td>
<td>A Rhetorical Precis:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WIT Reade, Chapter 4: Reading RWS Handbook Chapter 5, Assignment 3, Student Models</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html">http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html</a></td>
</tr>
<tr>
<td>Calendar</td>
<td>Notes and Readings</td>
<td>Assignment details / Activities</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------</td>
<td>-------------------------------</td>
</tr>
</tbody>
</table>
| October 3 – 7 | Literature Review Research Report continued | WIT Reader, Chapter 5 & 6 Summary and Synthesis  
RWS Handbook, Chapter 3, Research, Library, and Technology  
http://writingcommons.org/index.php/open-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/1030-synthesizing-your-research-findings |
| October 10–14 | Literature Review Research Report draft due. | WIT Reader, Chapter 11: Choosing and Integrating Evidence  
RWS Handbook, Chapter 5, Assignment 3, Drafting and Putting Together the Lit. Review. |
| October 17–21 | Literature Review Research Report draft due. | WIT Reader, Chapter 12: Citing Sources. |
| October 24–28 | Literature Review / Primary Research draft returned to students | RWS Handbook= Ch. 2, Revision |
| October 31 – November 4 | Literature Review / Primary Research Report final due.  
Advanced Visual Argument Outline Activities | WIT Reader, Chapter 10: Designing arguments: Formats and Modalities  
RWS Handbook, Chapter 5, Assignment 4, Overview and Guidelines |
<table>
<thead>
<tr>
<th>Calendar</th>
<th>Notes and Readings</th>
<th>Assignment details / Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12</strong></td>
<td>WIT Reader, Chapter 8: Framing Arguments</td>
<td></td>
</tr>
<tr>
<td>November 7–11</td>
<td>RWS Handbook, Chapter 6, Sharing the Grade</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yancey, K. (2004). Made not only in words: Writing in a new key.” CCC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>56(2), 297-328.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jacobs, Gloria E. “Developing Multimodal Academic Literacies among College</td>
<td></td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>WIT Reader, Chapter 9: Constructing Arguments</td>
<td></td>
</tr>
<tr>
<td>November 14–18</td>
<td>RWS Handbook, Chapter 5, Assignment 5, Presenting the Visual Argument</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in EFL classrooms. Asian EFL Journal, 10(1), 65-78.</td>
<td></td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>呈现讨论。</td>
<td>Thanksgiving Day (Friday holiday)</td>
</tr>
<tr>
<td>November 21–25</td>
<td>Advanced Visual Argument Due</td>
<td></td>
</tr>
<tr>
<td><strong>15</strong></td>
<td>Presentations. Last Day of Class</td>
<td>Dead Day, December 2</td>
</tr>
<tr>
<td>November 28–December 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>16</strong></td>
<td>ePortfolio, reflections, revised assignments, and the Writing to Convince</td>
<td>FinalsWeek</td>
</tr>
<tr>
<td>December 5–9</td>
<td>assignment due: Wednesday, December 7 by 11:30 pm.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grades due Wednesday, December 14, and officially communicated to students by</td>
<td></td>
</tr>
<tr>
<td></td>
<td>December 19.</td>
<td></td>
</tr>
</tbody>
</table>
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 to 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

- Turn off cell phone ringers, and please do not text message or listen to iPods/MP3 players during class.
- Do not check email, type assignments for other classes, or surf the web during class. Please turn the computers if not being used for class-related activities.
- Absolutely no printing after class has started.

Online “Netiquette”

- Always consider your audience and remember that members of the class and the instructor will be reading any posts.
- Respect and be courteous to your classmates and to the 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.
- Read everyone’s responses before posting; this will avoid repetition of what has been written (stated). 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. Therefore, 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.
- Blackboard is not a public Internet venue; all postings to it should be considered private and confidential within the confines of this class experience. Therefore, whatever is posted on in these online spaces is intended for 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, the ethical obligation is to first request the permission from the writer(s).

Drop Policy

- To preserve a student’s GPA, he/she may be dropped from the course after missing four 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 necessarily receive an “F.” The drop date for this summer course is October 28.

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 drops during their academic career. This includes student, 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.” Start your college experience on the right track by attending class regularly and not dropping classes without thorough consideration.

Late Work (non-participation)

- 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 this section.

Composition (Quality)

Aim to produce high-quality and sophisticated documents by giving your assignments the attention needed to create accurate, professional, and thorough assignment requirements. Neatness, visual appeal and usability, as well as, mechanical and grammatical correctness do matter. However, these features do not completely guarantee that your text functions or communicates. Therefore, you should:

- Compose class assignments in a high-quality format (edited, revised, proofed, well-designed)
- Write documents with the required specifications (voice, margins, space, pagination, etc.)
- Create well-designed media productions.
- Use current APA standards for all documents (http://owl.english.purdue.edu/owl/resource/560/02/)

Group Assignment

Group assignments can sometimes create tricky situations. Sometimes, students may not “pull their weight,” which will upset the group dynamic and those who are contributing, and producing valid, original work for the project. Despite this, group assignments greatly help students by encouraging collaborative work aiming towards a common goal. In future or current “professional life” reality, group work helps each student learn to navigate the challenges of working together, and is central to one course project. Although unfortunate, the reality does exist that a team may have to fire a student not doing their share, or not producing original work. If this happens, the fired student must complete an entire project on his or her own. However, such situations rarely occur, and while challenging, students come to appreciate their group project experience.

Academic Dishonesty

UTEP and the English Department NEVER tolerate academic dishonesty.

Instructors must and will report academic dishonesty to the Dean of Students for Academic Sanctions. Sanctions may result in expulsion from the university. Refer to the Dean of Students, Student Conduct page for more information: http://sa.utep.edu/studentlife/student-conduct-2/. All work must be original and students may not submit previously graded work from other courses. Academic dishonesty includes:

- Collusion—lending your work to another for submission as his or her own work;
- Fabrication—creating deliberate false information or test results, or inventing works cited; and
- Plagiarism—using another person’s work and saying it is your own, whether done intentionally or not (i.e., copying parts or whole information or papers from the Internet, or not referring to information that you summarized or paraphrased). Remember, if not your original work, be sure to include the source. (If unsure, ask or consult those at the University Writing Center.)