I. INSTRUCTOR AND COURSE INFORMATION:

INSTRUCTOR: Carolyn Rhea Drapes, M.A.

OFFICE HOURS: 12:00 – 1:00 PM, Monday; 12:00 – 2:00 PM

By text or call as needed nightly: M-R, SS: 9:00 PM–12:00 AM

I 110 Worrell in person, by text, or by appointment

CLASS INSTRUCTION: UGLC 232, Monday 1:30 PM-2:50 PM

TEXT/CELL: 915-478-2675

E-MAIL: crdrapes@utep.edu & carolynrhea.drapes@gmail.com

For fastest replies, email me at CAROLYNRHEDRAPESGMAIL.COM or text me with questions @ 915.478.2675.

Please first text me with your name and class before calling. Thanks!

REQUIRED TEXTS


This is an eBook available through the bookstore or through the publisher Follett/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.

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 (20 POINTS):** Write a proposal that explains your issue or topic for this course. Your proposal will be submitted, approved, and graded by me for a possible 20 points.

  **REMEMBER:** Once approved all assignments will be researched and written about your topic or issue.

- **EPORTFOLIO (100 POINTS):** To be worked on throughout the semester. 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 100 points.

- **GENRE ANALYSIS OUTLINE (60 POINTS):** Complete the activities to prepare for the Genre Analysis Essay assignment: Choosing your genre; Analyzing specialized genres; and Analysis outline assignment for a possible 60 participation points.

- **GENRE ANALYSIS (100 POINTS):** Identify two (2) texts or artifacts about 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. Your rough draft submission will receive participation points.

- **RESEARCH QUESTIONS/CITATION ANALYSIS MATRIX (40 POINTS):** Submit 3-4 research questions for approval. The citation analysis matrix activity will help you begin your research for the Literature Review/Primary Research Report. Submit for approval, and graded by the instructor for a possible total of 40 participation points.

- **LITERATURE REVIEW / PRIMARY RESEARCH REPORT (200 POINTS):** Conduct primary research and locate credible secondary sources on the topic aspect. This aspect should concern a social, political, or ethical issue. By doing this, you become a well-informed subject expert. Then, draft your report using your sources and primary research; then 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, although you may conduct two types if you wish.

- **ADVANCED VISUAL ARGUMENT OUTLINE ACTIVITIES (30 POINTS):** 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. 30 pts.

- **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 2: ADVOCACY WEBSITE** with **ONLINE OPINION PIECE** (individual)
- Individual students will create a website that advocates for an aspect of their researched semester topic. Students may use the same content manager used for their **EPORTFOLIO**. The **ADVOCACY WEBSITE** will link to the student’s **EPORTFOLIO** and include topic background information, a page with links to additional advocacy websites, a copyright and fair use page, and an **ONLINE OPINION PIECE** where you will argue for positive change.

**ONLINE OPINION PIECE (100 POINTS)**: Individual students will write an online opinion piece on one aspect of their topic from their **LITERATURE REVIEW/PRIMARY RESEARCH REPORT**. This opinion piece will advocate for positive change. Students must submit their final draft, to earn up to a possible 100 grade points.

- **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 (100 POINTS)**: Participation in-class and online is mandatory as is attendance. Activities for this course ensure that 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 work your instructor assigns.
# COURSE CALENDAR (DATES, READINGS SUBJECT TO CHANGE):

<table>
<thead>
<tr>
<th>Overview and Date</th>
<th>Notes and Readings</th>
<th>Assignment details / Activities</th>
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| **1** January 16 – 19 | **INTRODUCTION**  
- WIT Reader= Ch. 1: Writing Transfer  
- RWS Handbook= Ch. 5: Intro and Assignment I  
- Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard: [http://guides.library.harvard.edu/sixreadinghabits](http://guides.library.harvard.edu/sixreadinghabits)  | Begin investigating the web content management site you will use for your ePortfolio. The couple choices are:  
a. Wix: [http://wixx.com](http://wixx.com)  
b. Weebly: [http://weebly.com](http://weebly.com)  
| **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 to use.  | |
| **SEMESTER TOPIC:**  
- The topic proposal is a requirement for this assignment.  
- Submit your topic proposal for this semester’s research by next Friday, January 26, for 10 points.  | |
| **2** January 22 – 26 | According to the Rhetorical Network, analyzing the genre chosen and used is to:  
“**STUDY THE FORM AND CONTENT OF A MESSAGE.**”  | WIT Reader= Ch. 2: Research and Writing as a Process  
RWS Handbook= Ch. 5: Assignment 2 Overview and Guidelines  
| **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  | |
| **3** January 29 – February 2  
January 31 (Census Day) | Peer Review and Revision  
**GENRE ANALYSIS DRAFT DUE.**  
**PEER REVIEW AND REVISION:**  | Eli Review. Feedback and Revision.  
[http://elireview.com/content/td/feedback/](http://elireview.com/content/td/feedback/)  
RWS Handbook: Ch. 2 Revision |
| **4** February 5–9 | Begin Literature Review Research Report.  
**FINAL GENRE ANALYSIS DUE**  | |
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| 5 February 12 – 16      | RESEARCH PROPOSAL OUTLINE DUE (see instructor resources for research questions worksheet) | WIT Reader= Ch. 3: Posing Meaningful Questions  
RWS Handbook= Ch. 5, Assignment 3 Overview and Assignment Guidelines.  
https://www.youtube.com/watch?v=PkcHstP6Ht0 |
| 6 February 19 – 23      | Finding Sources and Determining your Primary Research  
PRIMARY RESEARCH QUESTIONS DUE | WIT Reader= Ch. 4: Reading  
https://owl.english.purdue.edu/owl/resource/553/01/  
RWS Handbook= Ch. 3, Research, Library, and Technology |
| 7 February 26 – March 2  | Summary and Synthesis of Research | Primary Research WIT Reader, pp. 18, 67, 149  
RWS Handbook= Ch. 5, Assignment 3, Student Models  
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 |
| 8 March 5 – 9           | Choosing and Integrating Evidence. | 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 March 12 – 16         | Spring Break                                                                       | WIT Reader=Ch. 1: Choosing and Integrating Evidence  
RWS Handbook=: Ch. 5, Assignment 3, Drafting and Putting Together the Lit. Review. |
| 10 March 19 – 23        | LITERATURE REVIEW RESEARCH REPORT DRAFT DUE                                        | WIT Reader=Ch. 1: Choosing and Integrating Evidence  
RWS Handbook=: Ch. 5, Assignment 3, Drafting and Putting Together the Lit. Review. |
| 11 March 26 – 31        | Revise LITERATURE REVIEW/PRIMARY RESEARCH                                           | Conduct Peer Review of LIT Review  
WIIT Reader=Ch. 12: Citing Resources  
RWS Handbook                                                                 |
|                         | (Decide what option to complete) GROUP CONTRACT DUE if applicable                 |                                                                                                  |
| 12 April 2–6            | LITERATURE REVIEW / PRIMARY RESEARCH REPORT FINAL DUE.                             | RWS Handbook                                                                                      |
|                         | Work in class: ADVANCED VISUAL ARGUMENT                                             | - Ch. 2, Revision;  
- Ch. 5, Assignment 4,  
- Overview and Guidelines; and  
- Ch. 6, Sharing the Grade |

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| 13
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APRIL 16–20      | ADVANCED VISUAL ARGUMENT UPLOADED TO VIMEO OR YOUTUBE DUE THIS WEEK: GROUP PRESENTATIONS | |
| 15
| 16
APRIL 30–MAY 4  | DUE THIS WEEK: GROUP OR INDIVIDUAL PRESENTATIONS | DEAD DAY: Friday, May 4 LAST DAY OF CLASSES: Thursday, May 3 |
| 17
MAY 7–MAY 11    | | Finals Week EPORTFOLIO ASSIGNMENT DUE THE DAY OF THE FINAL: WEDNESDAY, MAY 9 BY 11:30 PM. (NO MEETING THAT DAY) Grades due records office: Wednesday, May 16 noon, & officially available to students online on May 21. |
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.

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

- 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 July 3.

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.
Group Assignments

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.)

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.

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

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 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.utep.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

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.