RWS 1301: Rhetoric and Writing Studies: Disciplinary Writing

CRN: ENGL 25917/RWS 26281
TA: REBEKAH D. JERABEK
TIME: 9:00 A.M.-10:20 A.M.
DAYS: TUESDAYS & THURSDAYS
PLACE: UNDERGRADUATE LEARNING CENTER
UGLC 234

INSTRUCTOR: ESTHER SOLIS AL-TABA
E-MAIL: eal-taba@utep.edu;
CONTACT VIA BLACKBOARD EMAIL
PHONE: (915) 747-6254

OFFICE HOURS: TUESDAYS & THURSDAYS
12:00 P.M.-1:00 P.M.;
WEDNESDAYS ONLINE 12:30 P.M.-2:30 P.M.;
& BY APPOINTMENT

CRN: ENGL 25918/RWS 26282
TA: FATIMA S. MASOUD
TIME: 10:30 A.M.-11:50 A.M.
DAYS: TUESDAYS & THURSDAYS
PLACE: UNDERGRADUATE LEARNING CENTER
UGLC 234

OFFICE LOCATION: HUDSPETH 211

Course Description

The goal of RWS 1301 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.

RWS 1301 is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. Through these assignments, you will learn how to write to explore, to inform, to analyze, and to convince/problem solve. This course offers you a curriculum that empowers you to determine the most effective rhetorical strategies, arrangements, and media to use in different rhetorical contexts.

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

Ultimately, this course is meant to teach you the skills necessary for RWS 1302. It is designed with four major types of writing in mind. These are: Writing to Explore, Writing to Explain, Writing to Analyze, and Writing to Convince/Solve Problems. Mastering all of these types of writing are necessary for success in RWS 1302 and beyond.

Learning Outcomes

At the end of this course, students will be able to:

- Understand a theory of discourse communities.
- Engage as a community of writers who dialogue across texts, argue, and build on each other’s work.
- Draw on existing knowledge bases to create “new” or “transformed” knowledge.
- Develop knowledge of genres as they are defined and stabilized within discourse communities.
- Address the specific, immediate rhetorical situations of individual communicative acts.
- Develop procedural knowledge of the writing task in its various phases.
- Engage reflection about own learning.

## Required Texts & Materials


Please be certain to purchase the 17th edition with this cover:

CafeScribe Quick Start Guide

Students need to purchase an access code either from the UTEP Bookstore or online at [http://www.brytewave.com/Cafescribe_to_Brytewave.html](http://www.brytewave.com/Cafescribe_to_Brytewave.html)

Below are a few simple steps to get started. More information about reading and using your book will be provided.

Creating a CafeScribe Reader user profile:

Creating an account with CafeScribe is simple, quick and FREE!

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

Activating the digital textbook:
1) Visit www.cafescribe.com and log in to the CafeScribe Reader.
2) Click the “Activate Book(s)” button.
3) Enter the access code that was purchased through the bookstore or CafeScribe and click the magnifying glass icon to lookup *The Student Guide to Undergraduate Rhetoric and Writing Studies. 17th ed. 2014.* book.
4) Select the book, click “Activate Book(s)”, and the book will be ready to use.

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

---

**Course Assignments**

(This syllabus only provides an overview of assignments for the class--specific assignment sheets will be discussed in class and posted on Blackboard.)

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Reflection Responses (weekly) 8 ---25 points each.</td>
<td>200</td>
</tr>
<tr>
<td>Activity Triangle</td>
<td>50</td>
</tr>
<tr>
<td>Research Project Plan</td>
<td>25</td>
</tr>
<tr>
<td>Proposal Memo</td>
<td>25</td>
</tr>
<tr>
<td>Rhetorical Analysis of Academic Article</td>
<td>50</td>
</tr>
<tr>
<td>Research Progress Report</td>
<td>50</td>
</tr>
<tr>
<td>Review of Literature</td>
<td>100</td>
</tr>
<tr>
<td>Research Paper</td>
<td>150</td>
</tr>
<tr>
<td>e-Portfolio</td>
<td>150</td>
</tr>
<tr>
<td>Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Homework: (peer-reviews, drafts, scaffolding, attendance)</td>
<td>150</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>
**Theme of Course:** The course theme for this class is Rhetoric and Writing Studies focusing on Disciplinary Writing. Students will examine how writing in their majors/careers are impacted in the 21st century. Students will examine their disciplines in the academic and professional settings. Students will produce documents to reflect this with a final research paper, an e-portfolio, and presentation on their findings.

**Breakdown of Assignments:** (Detailed Guidelines located in Blackboard)

**Assignment: Online Reflection Responses (weekly) 8 ---25 points each. (200 points)**
Blackboard initial postings must address the prompts, must be thoughtful, concise, and use APA citations, and free from errors (250 words); and Respond to at least to two classmates (125 words each-for a total of 250 words). Total word count: 500 words

**Assignment: Peer-Reviews on Research Drafts (100 points)**
Upload drafts and peer-review at least two classmates for research essay

**Assignment: E-portfolio Website assignment (150 points)**
Develop an E-Portfolio of semester's academic work
Include a Reflection on Writing process semester: 500 words WAW: p.673 (part of the E-portfolio)

**Assignment: Discourse Community Description on Student’s Discipline (10 points)**
Brainstorming (scaffolding) for research project

**Assignment: Activity Triangle (50 points)**
Development of ideas for research project

**Assignment: Research Project Plan (25 points)**
Develop a plan for the semester research
Include references (scaffolding: critical annotated bibliography)

**Assignment: Proposal Memo (25 points)**
Addresses the Research includes research questions

**Assignment: Rhetorical Analysis of Academic Article (50 points)**
Textual/Rhetorical Analysis of Academic Disciplinary Article

**Assignment: Review of Literature (100 points)**
Component of the Research Paper (include APA in-text citation from Critical Annotated Bibliography)

**Assignment: Research Progress Report (50 points)**
Progression of research

**Assignment: Research Paper (150)**
Final document for disciplinary research, include APA format (Cover page, abstract, introduction, body-including the review of literature, conclusions, recommendations, references)
Presentation: (50 points)
Last week of class, students present on their findings on their discipline, using a Power point presentation (10 minutes)

Participation in Class: (40 points)
You must be in class to earn credit.

Grade Distribution (Students can earn a total of 1000 points for the course):

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-900</td>
<td>A</td>
</tr>
<tr>
<td>899-800</td>
<td>B</td>
</tr>
<tr>
<td>799-700</td>
<td>C</td>
</tr>
<tr>
<td>699-600</td>
<td>D</td>
</tr>
<tr>
<td>599 and below</td>
<td>F</td>
</tr>
</tbody>
</table>

Course/Instructor Policies

Project Format: All projects must be word-processed using Microsoft Word--12 pt. font, one-inch margins, and double-spaced. Microsoft Word is available to students at all campus computers and can be purchased at the UTEP Bookstore using a current UTEP ID card at discount. Students may also go to openoffice.org and download a free and compatible version of Word/Office--12 pt. font, one-inch margins, and double-spaced. Use a font style that is easily readable like Times New Roman, Arial, or Georgia.

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

University Writing Center: UTEP’s University Writing Center (UWC) offers free writing tutoring assistance for all UTEP students. The tutors are undergraduate and graduate students who can help with all parts of a writing assignment, including prewriting, organizing, revising, and editing. They can also help to understand any writing assignment and help work on comprehending difficult textbook material. Note: To facilitate revision, UWC tutors will not hold a tutoring session fewer than 12 hours before the assignment is due.

Technology and RWS 1301: This course makes heavy use of technology and multimedia. It is strongly recommended that students have access to the Internet from home and are comfortable using a computer. If a student does not have access, he/she can get free access through the university.

If home access is not possible, arrangements can be made to use a computer regularly on campus in order to complete the work. Student computer labs such as ATLAS (http://issweb.utep.edu/) are often available until midnight, but schedules do vary. A great deal of work will be done online, and not having access to a computer will not be an excuse for incomplete or late assignments.

Technology problems are also not an excuse for work that is late or missing. Students need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with technology problems. Expect that at some time, the network will be down, computers
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.

All the course content will be delivered via Blackboard. Students can access Blackboard by the steps outlined below:

- Go to http://my.utep.edu
- Login is e-mail ID. Password is e-mail password.
- Click on the link to Blackboard
- Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.
- Click on the course title to access the course.

Classroom Etiquette:

- No checking email, typing assignments, or surfing the web during class.
- Absolutely no using the printer after class has started. It can be difficult to hear in this room; the printer only makes it that much worse.
- Absolutely no food or drinks in this classroom.
- Turn off cell phone ringers, and please do not text message or listen to iPods/MP3 players during class.

Online “Netiquette”:

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a f2f situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

Attendance:

Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help you learn to improve your writing, often through the discussion of a sample student project (sometimes yours, sometimes one written by a classmate). This is part of the work of the course. Thus, you need to be in class on time and with the books and your work in front of you to complete successfully your composition courses.
➢ To preserve a student’s GPA, he/she may be dropped from the course after missing (two weeks worth) four (six) classes.
➢ 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." However, in the event of exceptional circumstances, and with the approval of the instructor of the course and the academic dean, a grade of “W” may be obtained. The student is responsible for supplying written documentation to support the request for a “W.” Acceptable reasons for a "W" include: personal or family medical emergencies, death of family member, military leave, or an exceptional work schedule that prevents you from completing the course. For information on semester deadlines, see the UTEP Academic Calendar http://academics.utep.edu/Default.aspx?tabid=11145
➢ Please also 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 and faculty initiated drops and courses dropped at other Texas public institutions. This policy does not apply to courses dropped prior to census day or to complete withdrawals." So, be sure to start your college experience on the right track by attending class regularly.

Late Work:

➢ Students who fail to submit assignments on time do not receive feedback on performance. Therefore, it is important to submit work before deadlines for full credit and feedback.
➢ Assignments submitted one class day after the due date will 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.

Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the
course, to suspension or dismissal, among others. (http://academics.utep.edu/Default.aspx?tabid=54418)

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

**Group Assignments:** Group work is a common practice with academic and workplace projects. Group assignments are valuable because they help students work together for a common goal. Students who are not doing their group work can be voted off of their groups and will have to complete the project on their own.

**ADA:** The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or cass@utep.edu. The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

**Important Dates:**
- January 20: First day of class
- January 20-23: Late Registration
- February 4: Census Day
- March 9-13: Spring Break (no classes)
- March 26: Freshmen mid-term grades due
- March 31: Cesar Chavez Birthday (no class)
- April 3: Spring Study Day (no class)
- April 6: Withdraw course drop deadline
- May 7: Last day of classes and complete withdrawal from the University
- May 8: Dead Day
- May 11-15: Final Exams
- May 20: Grades are due in Goldmine
Weekly Scheduled Calendar (Subject to change: Check BB for updates)

WAW = Writing about Writing;  
RWS= The Student Guide to Undergraduate Rhetoric and Writing Studies;  
BB=Blackboard;  
OR=Online Readings;  
WC=Writing Commons (OPEN TEXT Section) http://writingcommons.org/

Week One (January 20-25)  
**Topic:** Class Introductions, Syllabus, Understanding the Writing Process  
**Outcomes:** By the end of this week students will understand metacognition and the importance of Independent Self-Learning; and learn Technology Literacy: Students understand how to access readings via databases.  
**RWS:** Review Table of Contents; Chapter One; Chapter Two; Chapter Four (review)  
**WAW:** Introduction to the Conversation: 1-11; John Swales—Create a Research Space....12-15; Richard Straub—Responding to other students’ Writing (Peer-Review) 16-25; Stuart Greene--Argument as Conversation...27-39; Chapter 1: 40-42; Sherman Alexie—The Joy of Reading and Writing: Superman and Me....128-132; Chapter 4: 488-491  
**BB:** TBA (see Blackboard)  
**Due:** Selection of Web platform (WIX, Weebly); review for development of e-portfolio  
**Due:** Reflection Response in BB (1)

Week Two (January 26- February 1)  
**Topic:** What is Rhetoric? How does Rhetoric create new knowledge? Rhetorical Appeals: Pathos, Ethos, Logos; Research and Database discussion  
**Outcomes:** By the end of this week students will understand the rhetorical disposition; and how to build on effective research techniques.  
**RWS:** Chapter Three;  
**WAW:** Chapter 3: 318-324; Keith Grant-Davie—Rhetorical Situations....347-364; Charles Bazerman—Speech Acts, Genres, and Activity Systems....365-394; Dorothy A. Winsor—Joining the Engineering Community....640-646  
**OR:** Online: Selected Definitions of Rhetoric by Dr. Maureen Goggin (2004). BB: TBA (see Blackboard)  
**BB:** TBA (see Blackboard)  
**Due:** Reflection Response in BB (2)

Week Three (February 2-February 8)  
**Topic:** How to write effectively in new situations; Teaching to Writing Assignment (Research Project/ E-portfolio); discussion of APA citation; developing a critical annotated bibliography  
**Outcomes:** By the end of this week students will understand discourse communities;  
**RWS:** Review website section- e-portfolio  
**BB:** TBA (see Blackboard)  
**Due:** Reflection Response in BB (3)
Week Four (February 9-February 15)

**Topic:** Discussion of Activity Systems, and the Rhetorical situation; discussion of review of literature

**Outcomes:** By the end of this week, students will understand activity theory.

**RWS:** Discourse Community Section  
**WAW:** Chapter 2—Donna Kain & Elizabeth Wardle—Activity Theory....273-283;  
**WC:** TBA  
**BB:** TBA (see Blackboard)

**Due:** Brainstorming: Discourse Community Description on Student's Discipline (See WAW p. 229 in Downs and Wardle #3, #5)  
**Due:** Activity System Worksheet (WAW Wardle p.282)

Week Five (February 16-February 22)

**Topic:** Formulating Research Questions; Inquiry for Research Proposal Based on Student’s Discipline

**Outcomes:** By the end of the week students will know the how to develop good research questions for their research

**RWS:** Research Questions Section  
**WAW:** Stuart Greene—Argument as Conversation....27-39 (Review);  
**WC:** TBA  
**BB:** TBA (see Blackboard)

**Due:** Reflection Response in BB (4)  
**Due:** Formulate Research Questions

Week Six (February 23-March 1)

**Topic:** Inquiry Paradigms;  

**Outcomes:** By the end of this week students will understand inquiry paradigms, be introduced to different types of research methodologies and understand how all methodologies and methods are rhetorical

**RWS:** Annotated Bibliography Section;  
**WAW:** ---  
**OR:** Janet Emig. Inquiry Paradigms and Writing. College Composition and Communication 33.1 (64-75).  
**WC:** Read Research Primer and Research Methods writing commons.org  
**BB:** TBA (see Blackboard)

**Due:** Gantt Chart and Research Proposal  
**Due:** Students conduct preliminary research on their topic using tools and readings from class.  
**Due:** Develop a working Critical Annotated Bibliography

Week Seven (March 2-March 8)

**Topic:** Inquiry; Research Paper; Understanding how we gain authority in a discourse; Beginning the research proposal; review of literature

**Outcomes:** By the end of this week students will understand Research Design for Inquiry: Data collection methods: Interviews, Surveys, Document analyses, Site observations. By the end of the week students will know the components of the Research Proposals (Introduction, Literature Review/ Background, Procedure/ Methodology, conclusions)

**RWS:** Literature Review Section (RWS 1302); Agency Discourse Memo
WAW: Elizabeth Wardle. Identity, Authority, and Learning to Write in New Workplaces. 284-301.
BB: TBA (see Blackboard)
Due: Reflection Response in BB (6)
Due: Research Project Plan
Due: Proposal Memo Format for Writing the Research Paper

Spring Break: March 9-13

Week Eight (March 16- March 22)
Topic: Develop the Review of Literature for Research
Outcomes: By the end of this week students will develop strong academic sources to address the Review of Literature
RWS: Review of Literature Section
WAW:---
WC: TBA
BB: TBA (see Blackboard)
Due: Literature Review for Research

Week Nine (March 23- March 29)
Topic: Document Analysis and Site Analysis
Outcomes: By the end of this week students will understand document analysis and site analysis and apply these to their research
RWS: Rhetorical Analysis Section
WC: TBA
BB: TBA (see Blackboard)
Due: Reflection Response in BB (7)
Due: Rhetorical Analysis of Documents (discussion of discipline a review of an disciplinary article from the databases)

Week Ten (March 30- April 5)
Topic: Components of a well-developed research paper
Outcomes: By the end of this week students will understand the components of research paper
RWS: Chapter 3 Review;
WAW:---
WC: TBA
BB: TBA (see Blackboard)
Due: Progress Report

Week Eleven (April 6- April 12)
Topic: Drafting the Research Paper
Outcomes: By the end of this week students will be prepared for the drafting stage of their research paper
RWS: Chapter Two-Review
WAW:---
OR: ---
WC: Read Integrate Evidence writing commons.org
BB: TBA (see Blackboard)

**Due: Draft of research paper online peer-review (Upload)**

**Week Twelve (April 13- April 19)**

**Topic:** How do writer’s revise?

**Outcomes:** By the end of this week, students will learn helpful techniques for the revision process

**RWS:** Chapter Two – Review

**WAW:** Nancy Sommers. Revision Strategies of Student Writers and Experienced Adult Writers. 576-589; Donald M. Murray. The Maker’s Eye: Revising Your Own Manuscripts. 610-614

BB: TBA (see Blackboard)

**Due: Reflection Response in BB (8)**

**Due: Peer-review; online final draft; (Complete classmates’ peer-reviews)**

**Due: Revision and Final Draft of Research Paper**

**Week Thirteen (April 20- April 26)**

**Topic:** Visual Rhetoric & Document Design

**Outcomes:** By the end of this week, students will understand visual rhetoric & document design and review how they can implement these strategies into their own writing and design of their e-portfolios

**RWS:** Report Presentation

**WAW:** Dennis Baron. From Pencils to Pixels: The Stages of Literacy Technologies. 690-709.

**WC:** Read Visual Literacy from: writingcommons.org

**WC:** http://writingcommons.org/open-text/information-literacy/visual-literacy

BB: TBA (see Blackboard)

**Due: Discuss progress in the e-portfolio and its components and design.**

Must be included as part of the e-portfolio

**Due: Reflection on Writing process semester: 500 words WA: p.673 (part of the E-portfolio)**

**Week Fourteen (April 27- May 3)**

**Topic:** What components need to be in the e-portfolio

**Outcomes:** By the end of this week, students will understand what components of their writing should be reflected into the e-portfolio

**RWS:** Review e-portfolio section

**WAW:**

**OR:** Watch the video about e-portfolios.

**OR:** Look at a minimum of 5 sample portfolios.

BB: TBA (see Blackboard)

**Due: Reflection for the e-portfolio; Complete Presentation material for next class meeting**

**Week Fifteen (May 4- May 7)**

**Topic:** Course Wrap-Up; and presentations

**Outcomes:** By the end of this week, students will complete all assignments

**RWS:** Review power point presentation section (Section 1302)

**WAW:**

BB: TBA (see Blackboard)

**Due: Complete and submit e-Portfolios; Student Presentations**
Finals: May 11-15

Notes: