Course: RWS 3366: Advanced Composition: Argument
CRN Section: 27847
Course Dates: January 16, 2024, to May 2, 2024 (May 6-10 final exams)
Time: TBA
Day: TBA Asynchronous Online in Blackboard throughout the week
Location: TBA Online: Blackboard Platform
Additional: Blackboard Ultra
Instructor: Esther Solis Al-Tabaa
UTEP E-mail: eal-tabaa@utep.edu
Office: Hudspeth 211 (All Online sections only available to meet online)
Online Office: (Available only online under Blackboard’s Instructor’s Office and Online Office Hours using Zoom within Blackboard)

Online Office Hours: Monday & Wednesday, 10:30 a.m. to 2:00 p.m.; Tuesday & Thursday, 9:00 a.m.-10:30 a.m., or by appointment. Mountain Standard Time.
(I will be logged into our Zoom online office hours during this time). We have the Zoom link embedded in our Blackboard Shell. Zoom is available for audio and or video use.
Live Roundtable Online Discussions to discuss class assignments: Monday & Wednesday TBA
Note: Online office hours may change depending on student demand.

Face-to-Face Office Hours: Tuesday & Thursday, 11:00 a.m.-11:45 a.m., or by appointment. Mountain Standard Time in HUD 211.
Tuesday & Thursday, 2:55 p.m.-3:30 p.m. outside in the foyer of UGLC 232 and 234; or by appointment.
Locations: HUD 211 & outside in the foyer of UGLC 232 and UGLC 234; or by appointment.

***Note: If you are sick or think you are sick, do not come to the face-to-face office hour sessions. I will accommodate you with an online session.

Also, I am available by online appointment- use the online Blackboard platform email function to communicate. I will respond within 24 hours.

Backup for communication:
If, for some reason, Blackboard is down, send me an email through my UTEP email. Also, if you need to talk to me, send me a phone number where I can reach you. I will call you from my home landline.

Use Blackboard (the delivery system) built-in e-mail to contact me. It is easier for me to keep organized and to respond in a timely manner. Thank you. To set up an appointment, email me via Blackboard. Appointments are available online and by email correspondence. If you have any questions throughout the semester, please contact me.

Writing is developed by an abundance of practice, patience, and perseverance and is a big part of this course. I know that every single one of you will succeed in this endeavor.
Copyright
© All rights are reserved to Esther Solis Al-Tabaa, and no copying is allowed without permission. 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. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under university policies.

Copyright Statement for Course Materials: All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

(Just in case we need to address COVID-19 this semester).

COVID-19 PRECAUTION STATEMENT
Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.
Required Texts and Materials


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 Blackboard. I’ll also post further instructions on our Blackboard course content.

Online Tools  (Links available in Blackboard Website Resources)
Website for APA Style Online (Free Quick Reference Section). The American Psychological Association (APA) Style Manual Central
http://www.apastyle.org/?gclid=Cj0KCQjwvezZBRDkARIsADKQyPnKvQyQv_7pr_LfM5SEIMZ62Br04HVxWBxKCVgniVDmdMYNhU5kimdsaiDFEALw_wcB
Adobe Acrobat Reader DC https://get.adobe.com/reader/otherversions/
Grammarly: Free Writing Assistant: https://www.grammarly.com/
WIX Website Creator: https://www.wix.com/
Weebly Website Creator: https://www.weebly.com/
Canva: https://www.canva.com/
Venn gage: https://venngage.com/
Piktochart: https://piktochart.com/
Dropbox: https://www.dropbox.com/?landing=dbv2
UTEP Cloud: One Drive for Business: Located on your UTEP page under Technology. (There are other Technology applications located there as well).
Type of Computer Technology Needed for this Class
• UTEP e-mail account and ID—You will need this for access to Blackboard and Library Databases
• Internet access from home—students can set up VPN access (GlobalProject)
• Check the Technology Support Center in Library: https://www.utep.edu/technologysupport/ (GlobalProject)
• Check the Library for the updated versions needed to open their databases (VPN)
• Check the bookstore and technology for all software for student discounts and free downloads

What Else???
All online discussions, chats, handouts, and assignments will be in your Blackboard course for this class, including the syllabus and course calendar and any material I ask you to download from the Internet, such as readings.

You will need a USB driver or a cloud to place large amounts of work. Back-up all your work!
Suggestion: Use a Cloud, such as Dropbox or One Drive for Business: Located on your UTEP page under Technology. (There are other Technology applications located there as well).

How much time do I expect to spend working and studying for this course?
There is a misconception that being in a computer classroom creates more or less work for the student. I hope that this information will assist in understanding the expectations for this course. Here is the breakdown of the time needed for this course.
Time spent working outside of class: You have probably heard that you should generally spend two hours doing homework (reading, writing, etc.) for each hour you are in class. So, in a three-credit (face-to-face) class, you would be spending at least six hours doing “homework”—3 hours in class x 2 = 6. This course uses Blackboard for most writing assignments and discussions.
Keep this average in mind. Writing in an online environment takes much more time, so plan accordingly.

This course uses Blackboard for all communication and submission of work. There are due dates, online participation, and activities, even though we meet twice a week. Therefore, expect to be working approximately 7.5—to 9 hours outside of class on these occasions. Some weeks it may be more; some weeks, it may be less but keep this guideline in mind. Expect to spend at least seven hours outside class a week for the online writing portion of the course. This course is heavily situated in writing and academic research. Blackboard online work is not an option. It is part of this course.
Course Focus: The study of argument and how it relates to current issues and ethical implications.

Course Description: Advanced Composition: Argument This course is concerned with the development of argumentative writing by examining contemporary issues and ethical questions. The course will be project-based, will include collaborative work, and will emphasize stylistics. Prerequisites: RWS 1302 or ENGL 1312 or ENGL 1313 or ESOL 1312 with a grade of "C" or better. Junior standing recommended.

The goal of RWS 3366 Advanced Composition: Argument is to develop the rhetoric of argumentation. You will become acquainted with a variety of argumentation theories and strategies, many of which will inform your own efforts as you analyze, evaluate, and produce arguments.

This course seeks to develop those skills of argumentation involved in effective reasoning and communication. In developing these skills, we will study various types of arguments, note the tests to which each is susceptible, and analyze examples of arguments. Other topics covered in the course include the ethics of advocacy, the types, and tests of evidence, preparing a case, and adapting it to an audience.

Our textbook will ground us, providing a rich, lucid model of argumentation and practical reasoning. Our supplementary readings will enhance our exploration by raising theoretical questions, offering real-world arguments, challenging widely held assumptions, and suggesting new ways to understand and employ the intellectual and creative tools offered in rhetoric and argumentation studies.

This is a senior course, and I suspect that many of you are preparing to enter graduate or professional school. Thus, to the extent that it’s possible, we will treat our class as a graduate-style seminar. Each of you will have the opportunity to present a course reading and facilitate a discussion based on that reading.

Course Goals: The goals of this class are as follows:

- To introduce you to the basic theory of argument.
- To improve your skills as a critical consumer of arguments.
- To enhance your ability to present sound arguments.
- To integrate your research strategies.
Course Assignments and Grading

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

Total possible points 1000

1000-900 = A  
899-800 = B  
799-700 = C  
699-600 = D  
599 or below = F

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Reflection Journals (RRJ) (6) @ 10 points each</td>
<td>60</td>
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<tr>
<td>Reader Response Discussions (RRD) (10 points)</td>
<td>100</td>
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<tr>
<td>Quizzes (10) @ 5 points each</td>
<td>50</td>
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<tr>
<td>Peer-Review Sessions (3); and Primary Survey Questions for Research.</td>
<td>40</td>
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<tr>
<td>Analysis Papers (4) @ 100 points each</td>
<td>400</td>
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<tr>
<td><strong>Analysis Paper #1</strong>: Ethical Advocacy</td>
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<td>The purpose for the #2-4 Analysis (Components for the Case Study)</td>
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<tr>
<td><strong>Analysis Paper #2</strong>: Primary Research Analysis (Use Appendix B: Adapting Arguments to an Audience as a guide) —use the Survey and Observation material</td>
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<tr>
<td><strong>Analysis Paper #3</strong>: Data Collection Analysis using a Critical Annotated Bibliography (CAB), including a Reflection on Strategies used to collect CAB</td>
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<tr>
<td><strong>Analysis Paper #4</strong>: Literature Review for Case Study (Review Assignment Handouts for the course folder in Blackboard for additional information)</td>
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<tr>
<td>Article Presentation on a Scholarly Academic Article</td>
<td>100</td>
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<tr>
<td>Case Study Research</td>
<td>200</td>
</tr>
<tr>
<td><strong>Final</strong>: Online Debriefing Executive Summary w/ Q &amp; A session</td>
<td>50</td>
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**Total Points** 1000

***Note: The Blackboard course shell is set up as Five Modules, and within the modules, the individual weeks are housed. Specific guidelines will be provided within each module.***

**Grading:** Your instructor will assign due dates for all and will provide you with detailed assignment sheets that describe expectations, constraints, and deadlines for each project. You are required to adhere to the terms of your instructor’s grading policy that is attached to this syllabus.
Detailed Guidelines for each assignment are provided in the Assignment Handout Folder within Blackboard.

**Participation in the Online Class Environment:** Because this is a 100% online class, participation 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 entries, attendance, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. 

**Here is the breakdown of participation points:**

**Keeping a Research Reflection Journal (RRJ):** The purpose of reflections is to provide you with furthering your research and to think about what direction to take the issue/topic.
Five RRJ Entries (10)

**Weekly Discussions (Reader Response Discussions (RRD):** The purpose of reader response discussions is to connect to the concepts discussed in the readings for that week.
Ten Entries (10)

**Quizzes:** The purpose of weekly quizzes is to help you synthesize what you have learned from the reading material. Make sure to read the guidelines from the quiz section.
Ten Quizzes (10)

**Online Collaboration**
**Peer-Review Sessions (3); and Primary Survey Questions for Research.**

This course is designed to engage you through online discussions via Blackboard. I hope you actively participate in this course because it is the best way to engage you in learning.
Administrative Components of the Course: University and Instructor Policies

Course Delivery of Course: This course is delivered face-to-face in the classroom and on Blackboard. There is extensive use of Blackboard. The Undergraduate Rhetoric and Writing Studies (RWS) Program uses Blackboard. Projects will be submitted and graded through Blackboard.

Technology Requirements:
Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP’s Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Technology and RWS 3366: Instructor’s Note.
Let me know early on if you are experiencing technical difficulties or technology issues. In order to help students, have a more positive experience in RWS 1302 and with completing its multimedia coursework requirements, keep in mind the following:
1. Get access: 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 and the software needed for some assignments.

   Remember: The University has laptops and WIFI hotspots available for students. They can get the forms to apply for these at https://www.utep.edu/technologysupport/learningremotely.html.
2. Use time management: 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/re the due date to allow time for dealing with technology problems, as well as time for revision if needed.

3. Be prepared and flexible. Murphy’s Law: “Anything that can go wrong will go wrong.” 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.

4. Don’t freak out. If there are situations or issues that prevent students from completing coursework, reach out to your instructor, and keep her in the loop.

**Submitting Work:** All work will be submitted through our Blackboard course shell. Since the Blackboard 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 students through the Office 365 Cloud. Go to the “My UTEP” page: Go to the Technology section and click on “OneDrive for Business” to access apps. We will be using the APA style for the course. This way, we are all on the same page using a citation style. Most disciplines require an APA citation format. However, sometimes you will need to use MLA citation style, so you will have to learn this additional style on your own, as needed for future courses. It is also a good idea to label your submissions. Be sure to name each submitted assignment with your name and the title of the assignment. (For example: jmartinez rhetanalysis draft; jmartinez rhetanalysis final).

**Project Format:** Use APA style: All projects must be word-processed and saved as a (doc. or docx.) file. They should be in 12 pt. font-- have one-inch margins, and be double-spaced. Use a font style that is easily readable like Times New Roman, Arial, or Georgia. (Do not use Courier style). Note: If you prefer to use MLA style, that is fine, but make sure not to mix styles.

**Due Dates for Major Assignments:** All major assignments will be due on **Sundays** at midnight.

**Late Work:** It is important to submit work before deadlines for full credit and feedback. All assignments are due on the due dates posted. Assignments uploaded late will be penalized a letter grade for each class day the work is late. Also, it will take me longer to score late work. If, for some reason, you cannot turn in your assignment because of a scheduling problem, e.g., going out of town, no Internet access, you may turn the assignment in early. Let me know if there are special circumstances or situations that may prevent you from submitting work on time. I am flexible in such situations.

***Submissions:** All online and face-to-face classroom submissions need to be placed into the correct Blackboard assignment dropbox. All discussions, including peer reviews and assignments, will automatically lock out after two weeks from when the item is due. Afterward, the assignment dropbox or submission will no longer be available, and you will earn an automatic zero for that submission.

***Note:** Also, it is your responsibility to let me know at the beginning of the semester if you are planning on graduating at the end of the semester. Make sure all work is completed by the last day of class. I will not accept any late work after the last day of the course. It is your responsibility to keep track of deadlines.
**Group Assignments:** Group work is a common practice for 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. Blackboard assignments are to be posted when due. Upload your work in a timely manner.

I suggest you do not wait until the last hour to upload your work because you may encounter technical difficulties. This is not an acceptable excuse. However, if it is system or there is a platform error that no one foresees there, extensions are granted. Major projects for final grading will be submitted to Blackboard and due on Sunday at midnight.

**Peer-Review Rough Drafts:** Part of the participation grade will include the submission of rough drafts. To get the most useful feedback, rough drafts should be completed projects. They must also be submitted before or on the due date.

**Peer-Review Rough Draft Feedback:** On the rough drafts, students will receive marginal comments as well as comments at the end of the project. The purpose of this feedback is: To be sure that the project is on the right track: and that it meets the requirements of the assignment. To comment on the “big issues.” Students will receive comments based on the most important elements of the assignment. Addressing these concerns should help students write a more effective project. The comments will NOT focus on grammar and such—so it is a good idea to get additional help from the Writing Center for this.

**Participation:** As your instructor, I want you to know that your individual participation, as well as group participation in our online course, is very important. The online discussions take the place of a face-to-face environment. Lively discussions are welcomed (refer to the Netiquette guidelines below). This is what I expect from our online conversations and discussions: Participation in the online environment includes the following:

- Students should be prepared to participate in online discussions in reference to textbook material and to the reflection discussions.
- Participate in peer-review sessions, post and respond promptly to classmates’ documents, and incorporate the rhetorical strategies and processes used to complete the projects.
- Answer discussion prompts completely.
- Reply to classmates’ posts in a timely manner.
- Stay on the task on a weekly basis; in other words, be present in the online environment; and,
- Ask questions when not sure of what is expected in an assignment or discussion.

**Classroom Etiquette and Netiquette:**

Netiquette Guide for Online Courses, which will be posted in the navigation bar under Ready for Online Learning (located under Blackboard Tutorials)
Debate, critical inquiry, and intellectual diversity are essential elements of 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 (whether face-to-face or online), and to surface through discussion board postings. You are expected to demonstrate respect and courtesy for your peers and instructor when they express differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or hateful speech will not be permitted. Angry displays, whether in writing, online postings, or class discussions, will be handled as disruptions to the well-being of the class and responded to as negative participation.

As a rule: always consider the audience, in class and online. As Virginia Shea writes in Netiquette, the first, or “golden,” rule of online practice is to “Remember the human.” Remember that members of the class and the instructor will be reading your postings. 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.

Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for your RWS classmates and instructor 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).

Treat each other with respect. I will not tolerate obscenities and disrespect to fellow classmates, guest speakers or to me. I will ask you to leave the classroom if this occurs. I also reserve the right to drop you from the course if you are preventing others from learning because of your face-to-face and/or online classroom disruptions.

Title IX: [https://www.utep.edu/titleix/](https://www.utep.edu/titleix/) --Make sure to read the new reporting requirement by all UTEP Employees: [https://www.utep.edu/titleix/bulletins/bulletin-092517.html](https://www.utep.edu/titleix/bulletins/bulletin-092517.html)

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Course Policies: What do you need to do to be successful in the course?

**Attendance and Participation:** Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by the completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in an engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum)
- Participating in scheduled Blackboard Collaborate sessions
- Other activities, as indicated in the weekly modules
- Attending face-to-face classes and being prompt and staying for the entire class time.

Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

**Class Attendance:** According to UTEP’s Curriculum and Classroom Policies: The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to
inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course-drop deadline or with a grade of F after the course-drop deadline. Please consult UTEP’s Curriculum and Classroom Policies for more information regarding Excused Absences for University-Recognized Activities, Absence for Religious Holy Days, and Military Leave.

Students are expected to attend all class meetings and participate in discussions and workshops. The class discussions will help students improve their writing, often through the discussion of a sample student project (sometimes the student’s, sometimes one written by a classmate). If you are sick, please contact me so that I may include you in the class using a Zoom link so that you may participate in the class.

***For Face-to-Face Classes:

Students are entitled to a single week of unexplained absences without penalty (for example, 3 classes missed in a three-times-a-week class, 2 classes missed in a twice-a-week class, 1 class missed in a once-a-week class). After 2 total weeks of absence (not necessarily consecutive classes), the student’s grade is lowered by a full letter (A becomes B, etc.). After 3 total weeks of absence (not necessarily consecutive), the student is automatically dropped from the class. Missing a scheduled conference with the instructor constitutes an absence.

NOTE: ***This is for Face-to-Face classes: As your instructor, I have provided an online Zoom live session option if you are sick and cannot attend class. However, you are only afforded Two live online Zoom sessions. Additional online class sessions must be approved by me. Otherwise, you will be counted absent. ***

***For Hybrid courses:

The attendance policy for hybrid courses aligns with the structure for face-to-face courses, with each missed weekly class meeting constituting an absence from a week of class. The program recommends that the student contact the instructor to discuss the attendance policy and how it applies in cases in which it is not possible to attend a weekly class meeting while continuing to maintain robust participation in-class activities. [see also online courses]

***Note: DO NOT come to class if you are sick including if you think you have contracted COVID-19. I am reasonable and flexible about missed classes. --Miners take care of Miners.

*** Blackboard use of the course

In an online environment, attendance is measured by participation in class activities. The attendance policy for online courses aligns with the structure for face-to-face courses, with each missed week of class activities constituting an absence from a week of class.

The instructor can measure participation through various pathways, such as completion of scaffold activities and discussion posts and responding to other students’ posts and feedback. We
also recommend measuring course activity using the Course Reports feature on Blackboard, particularly the Course Activity Overview.

When it becomes evident that it is not possible to participate in class, the program recommends that the student contact the instructor to discuss the attendance policy and how it applies before resuming robust participation in class activities.

**Drop Policy**
If you cannot complete this course for whatever reason, please contact your instructor. Your instructor can help you with the drop process and you can contact the Registrar’s Office. If you do not drop, you are at risk of being dropped by the instructor and possibly receiving an “F” for the course.

**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 Student Conduct and Conflict Resolution page for more information on Academic integrity.

The First-Year Composition and Rhetoric and Writing Studies Programs fundamentally trusts its students and strives to create dynamic classroom experiences and writing opportunities rooted in the values of inquiry and critical thinking. We agree deeply with Anna R. Mills’ (2023) claim, in the *Chronicle of Higher Education*, that “writing practice continues to be intensely rewarding for students and central to intellectual growth in college.”

Because of the rapid pace of change represented by ChatGPT and other Artificial Intelligence (AI) programs, it is necessary to set clear program standards regarding their use in our classes. Specifically, the FYC/ RWS Programs recognizes that Large Language Models (LLMs) are part of our contemporary culture and hold educational value that can be explored in the classroom, such as narrowing down a topic idea or critically analyzing the quality of an AI- generated text. However, our program maintains an expectation that all assignment submissions must constitute original pieces of writing composed by the student-author only.

By this standard, an **appropriate use** of ChatGPT (or any AI-powered program) could take the form of

- writing an introduction paragraph that openly describes how this AI tool offered possible approaches to researching a particular topic, with any direct quotes placed in quotation marks and cited in-text and in a final references page.

By contrast, an **inappropriate use** of ChatGPT (or any AI-powered program) could take the form of
• copying any amount of text from an AI tool and claiming it as your original composition without acknowledging its source. This includes failure to cite and place quotation marks around any directly quoted language.

FYC/ RWS faculty are required to submit any assignment submissions that appear to include unacceptable uses of AI programs (or that are marked for further review) to the Office of Student Conduct and Conflict Resolution (OSCCR). For more guidance on mediating AI technologies in the classroom, consult UTEP’s “Guidance for Teaching with AI Technologies” statement. https://www.utep.edu/provost/_files/docs/instruction/utep-guidance-for-teaching-with-ai-technologies.pdf

**Accommodations:** UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu.

**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. Go to University Writing Center - UTEP to make an appointment with a writing center consultant.

**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.

**Student Pregnancy and Parenting Nondiscrimination Policy:** The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable
accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

**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.

### Course Support Resources

<table>
<thead>
<tr>
<th>Title IX</th>
<th>915-747-8358</th>
<th>Institutional Compliance</th>
</tr>
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<tbody>
<tr>
<td>Dean of Students</td>
<td>915-747-5648</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>UTEP Health &amp; Wellness Center</td>
<td>915-747-5624</td>
<td><a href="https://www.utep.edu/chs/shc/studenthealth@utep.edu">https://www.utep.edu/chs/shc/studenthealth@utep.edu</a></td>
</tr>
<tr>
<td>UTEP Police Department</td>
<td>915-747-5611</td>
<td><a href="https://www.utep.edu/police/police@utep.edu">https://www.utep.edu/police/police@utep.edu</a></td>
</tr>
<tr>
<td>Counseling and Psychological Services</td>
<td>915-747-5302</td>
<td><a href="https://www.utep.edu/student-affairs/counsel/caps@utep.edu">https://www.utep.edu/student-affairs/counsel/caps@utep.edu</a></td>
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### Important Dates for this Semester: Spring 2024

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 16</td>
<td>Spring Classes Begin</td>
</tr>
<tr>
<td>January 16-19</td>
<td>Late Registration (Fees are incurred)</td>
</tr>
<tr>
<td>January 31</td>
<td>Spring Census Day</td>
</tr>
<tr>
<td>March 11-15</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 20</td>
<td>Freshman midterm grades are due</td>
</tr>
<tr>
<td>March 28</td>
<td>Spring Drop/Withdrawal Deadline</td>
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<tr>
<td></td>
<td>Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.</td>
</tr>
<tr>
<td>March 29</td>
<td>Cesar Chavez Holiday—No class; Spring Study Day</td>
</tr>
<tr>
<td>May 2</td>
<td>Spring—Last day of classes</td>
</tr>
<tr>
<td>May 3</td>
<td>Dead Day</td>
</tr>
<tr>
<td>May 6-10</td>
<td>Spring Final Exams Check the UTEP finals week calendar for your course</td>
</tr>
<tr>
<td>May 15</td>
<td>Grades are Due</td>
</tr>
</tbody>
</table>

Visit [https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html](https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html) for important dates.
Overview Semester Calendar

Calendar material and due dates are subject to change. Be aware of this, and check calendar updates, which will be listed in the “Course Announcements” section of Blackboard. More detailed rubrics and specific guidelines will be available in the modules. This is a Fifteen Week Course, with week Sixteen for Finals. It is very important not to get behind in assignments. Every week there will be several lectures, discussions, quizzes, and assignments to be completed. Below is an overview of each week. A more detailed calendar will be on Blackboard each module/week in “Course Content.”

Each week begins on Monday and ends on Sunday. All major assignments will be submitted to Blackboard. Major projects for final grading will be submitted to Blackboard and due on Sunday at midnight. Other scaffolding assignments, peer reviews, and discussions will be spread throughout the week and due at midnight.

<table>
<thead>
<tr>
<th>Day</th>
<th>Preliminary Textbook Reading Material</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
<td>Detailed Lecture Information in Each Week located in Blackboard and Website Links</td>
<td>M: No class</td>
</tr>
<tr>
<td><strong>Week One</strong></td>
<td></td>
<td>T: Class Introductions - Review course content and buy textbooks Post to Introductions. Coursework Permission Submission</td>
</tr>
<tr>
<td>January 16-21</td>
<td>Class Introductions Review Blackboard course. Think about a topic/issue What is argumentation? Read: Argumentation: Understanding and Shaping Arguments (AUSA) Part I: Goals, Skills, and Function of Argumentation Chapter 1</td>
<td>W: Reader Response Discussion #1</td>
</tr>
<tr>
<td></td>
<td>M: No class</td>
<td>R: Reply to classmates’ introductions</td>
</tr>
<tr>
<td></td>
<td>T: Class Introductions - Review course content and buy textbooks Post to Introductions. Coursework Permission Submission</td>
<td>F: Research Reflection Journal (RRJ)#1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S: Catch up time</td>
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<td></td>
<td></td>
<td>S: Complete Coursework Permission Submission Prepare for next week’s class. Read.</td>
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<tr>
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<td>Reply to classmates Reader Response Discussion</td>
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<td>Begin brainstorming: Scaffolding: Brainstorming Topic Proposal for the Case Study</td>
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<tr>
<td>Day</td>
<td>Discussion Class Topics</td>
<td>Assignment</td>
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</tbody>
</table>
| **Week Two**  
January 22 - January 28 | Read: Argumentation: Understanding and Shaping Arguments (AUSA)  
Chapter 2: The Elements of Arguments  
Chapter 3: Tools for Analyzing Arguments | M: Check what is due this week. Read.  
T: Catch up time  
W: Reader Response Discussion #2  
R: Quiz on AUSA Readings #1  
F: Reading Reflection Journal (RRJ)#2  
S: Catch up time  
S: Check what is due this week. Read. Reply to classmates Reader Response Discussion |
| **Week Three**  
January 29 - February 4 | Read: Argumentation: Understanding and Shaping Arguments (AUSA)  
Chapter 3: Tools for Analyzing Arguments  
Part II: The Conditions of Constructive Argumentation  
Chapter 4: Ethical Advocacy | M: Check what is due this week. Read. Catch up time  
T: Catch up time  
W: Reader Response Discussion #3  
R: Quiz on AUSA Readings #2  
F: Reading Reflection Journal (RRJ)#3  
S: Catch up time  
S: Check what is due this week. Read. Begin Drafting Analysis Paper #1: Ethical Advocacy  
Reply to classmates Reader Response Discussion |
| **Week Four**  
February 5 - February 11 | Review Blackboard course.  
Think about a topic/issue  
Review: Argumentation: Understanding and Shaping Arguments (AUSA)  
Part I: Chapter 3: Tools for Analyzing Arguments  
Part II: The Conditions of Constructive Argumentation  
Chapter 4: Ethical Advocacy | M: Check what is due this week. Read. Catch up time  
T: Catch up time  
W: Reader Response Discussion #4  
R: Quiz on AUSA Readings #3  
F: Catch up time  
S: Catch up time  
S: Prepare for next week’s class. Read. Peer-Review #1: Analysis Paper One: Ethical Advocacy Draft  
Reply to classmates Reader Response Discussion |
<table>
<thead>
<tr>
<th>Week</th>
<th>Discussion Class Topics</th>
<th>Assignment</th>
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</table>
Part II: The Conditions of Constructive Argumentation  
Review Chapter 4: Ethical Advocacy  
Read: Chapter 5: Reasonable Arguments, Reasonable People  
Part III. Support: The Content of Arguments:  
Read: Chapter 6: Evaluating Evidence  
Read: Chapter 7: Locating and Evaluating Sources of Evidence                                                                                       | M: Check what is due this week. Read. Catch up time  
T: Catch up time  
W: Reader Response Discussion #5  
R: Quiz on AUSA Readings #4  
F: Catch up time  
S: Catch up time  
S: Check what is due this week. Read. Analysis Paper One: Ethical Advocacy Final Revised version  
Reply to classmates Reader Response Discussion  
Begin drafting topic/issue, research questions, and survey questions                                                                                  |
| Six  | Review: Chapter 4: Ethical Advocacy  
Review: Chapter 5: Reasonable Arguments, Reasonable People  
Review: Part III. Support: The Content of Arguments:  
Continue Read: Chapter 6: Evaluating Evidence  
Continue Read: Chapter 7: Locating and Evaluating Sources of Evidence  
Read: Chapter 8: Using Statistics as Evidence  
Read: Chapter 9: Using Testimony as Evidence                                                                                                         | M: Check what is due this week. Read. Catch up time  
T: Post: Survey using Question Pro Questions to discussion link  
W: Reader Response Discussion #6  
R: Quiz on AUSA Readings #5  
F: Reading Reflection Journal (RRJ)#4  
S: Catch up time: Begin drafting topic/issue, research questions, and survey questions  
S: Check what is due this week. Read. Reply to classmates Reader Response Discussion                                                                 |
| Seven | Review: Part III. Support: The Content of Arguments:  
Continue Read: Chapter 6: Evaluating Evidence  
Continue Read: Chapter 7: Locating and Evaluating Sources of Evidence  
Continue Read: Chapter 8: Using Statistics as Evidence  
Continue Read: Chapter 9: Using Testimony as Evidence                                                                                                 | M: Check what is due this week. Read. Catch up time  
T: Catch up time  
W: Reader Response Discussion #7  
R: Quiz on AUSA Readings #6  
F: Catch up time: No Reflection this week—Work on Analysis #2-complete survey collection  
S: Catch up time: Complete drafting Analysis #2.  
S: Check what is due this week. Read. Analysis Paper #2: Primary Research Analysis (Use Appendix B: Adapting)                                               |
Arguments to an Audience as a guide) — use the Survey and Observation material

Reply to classmates Reader Response Discussion

Begin working on Analysis Paper #3: Data Collection Analysis using a Critical Annotated Bibliography (CAB), including a Reflection on Strategies used to collect CAB

<table>
<thead>
<tr>
<th>Day</th>
<th>Discussion Class Topics</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>T: Catch up time</td>
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<tr>
<td></td>
<td></td>
<td>W: Reader Response Discussion #8</td>
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<td></td>
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<td>R: Quiz on AUSA Readings #7</td>
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<td></td>
<td></td>
<td>F: Reading Reflection Journal (RRJ)#5</td>
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<td></td>
<td></td>
<td>S: Catch up time: Begin drafting topic/issue, research questions, and survey questions</td>
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<td>S: Check what is due this week. Read.—</td>
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<td>Submit Article Presentation on a Scholarly Academic Article</td>
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<td>Reply to classmates Reader Response Discussion</td>
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<td></td>
<td>T: Catch up time</td>
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<tr>
<td></td>
<td></td>
<td>W: Catch up time</td>
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<tr>
<td></td>
<td></td>
<td>R: Quiz on AUSA Readings #8</td>
</tr>
<tr>
<td>Day</td>
<td>Discussion Class Topics</td>
<td>Assignment</td>
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<tr>
<td>Week Ten</td>
<td>Chapter 13: Ambiguity, Equivocation, and Other Language Considerations</td>
<td>F: Catch up time: Complete drafting Analysis #3.</td>
</tr>
<tr>
<td></td>
<td>Read: Analysis Paper #2: Primary Research Analysis (Use Appendix B: Adapting Arguments to an Audience pp. 293-299 as a guide) —use the Survey and Observation material</td>
<td>S: Catch up time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>S: Check what is due this week. Read.—Analysis Paper #3: Data Collection Analysis using a Critical Annotated Bibliography (CAB), including a Reflection on Strategies used to collect CAB</td>
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<td></td>
<td>Reply to classmates Reader Response Discussion</td>
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<td>Part IV: Validity: The Structure of Arguments</td>
<td>M: Check what is due this week. Read. Catch up time</td>
</tr>
<tr>
<td></td>
<td>Chapter 10: Validity in Conditional and Enumeration Arguments</td>
<td>T: Catch up time</td>
</tr>
<tr>
<td></td>
<td>Chapter 11: Validity in Categorical Arguments</td>
<td>W: Reader Response Discussion #9</td>
</tr>
<tr>
<td></td>
<td>Part V: Linguistic Consistency: Language in Argument</td>
<td>R: Quiz on AUSA Readings #9</td>
</tr>
<tr>
<td></td>
<td>Chapter 12: Definition in Argument</td>
<td>F: Reading Reflection Journal (RRJ) 6</td>
</tr>
<tr>
<td></td>
<td>Chapter 13: Ambiguity, Equivocation, and Other Language Considerations</td>
<td>S: Catch up time</td>
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<td></td>
<td>S: Check what is due this week. Read.—Begin working on Analysis #4</td>
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<td></td>
<td></td>
<td>Literature Review for Case Study</td>
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<td></td>
<td>Reply to classmates Reader Response Discussion</td>
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<tr>
<td>Week Eleven</td>
<td>Part VI: Types and Tests of Arguments</td>
<td>M: Check what is due this week. Read. Catch up time</td>
</tr>
<tr>
<td></td>
<td>Chapter 14: Analogies, Examples, and Narratives</td>
<td>T: Catch up time</td>
</tr>
<tr>
<td></td>
<td>Chapter 15: Reasoning about Causes</td>
<td>W: Peer-Review #2 Analysis 4</td>
</tr>
<tr>
<td></td>
<td>Chapter 16: Moral and Practical Arguments</td>
<td>R: Quiz on AUSA Readings #10</td>
</tr>
<tr>
<td></td>
<td>Chapter 17: Essential Nature Arguments</td>
<td>F: Catch up time</td>
</tr>
<tr>
<td></td>
<td>Chapter 18: Fallacies and Appeals</td>
<td>S: Catch up time</td>
</tr>
<tr>
<td></td>
<td>Appendices: Developing and Adapting Your Case Appendix A: Policy Case Construction</td>
<td>S: Check what is due this week. Read.—work on Analysis 4 Literature Review for Case Study</td>
</tr>
<tr>
<td></td>
<td>Appendix B: Adapting Arguments to an Audience</td>
<td>Complete Peer-Review session—Revise as needed</td>
</tr>
<tr>
<td>Day</td>
<td>Discussion Class Topics</td>
<td>Assignment</td>
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</tbody>
</table>
| **Week Twelve** | Part VI: Types and Tests of Arguments  
Chapter 14: Analogies, Examples, and Narratives  
Chapter 15: Reasoning about Causes  
Chapter 16: Moral and Practical Arguments  
Chapter 17: Essential Nature Arguments  
Chapter 18: Fallacies and Appeals  
Appendices: Developing and Adapting Your Case Appendix A: Policy Case Construction Appendix B: Adapting Arguments to an Audience | M: Check what is due this week. Read. Catch up time  
T: Catch up time  
W: Catch up time  
R: Quiz on AUSA Readings #9  
F: Catch up time  
S: Catch up time  
S: Check what is due this week. Read. Analysis Paper #4: Literature Review for Case Study (Review Assignment Handouts for the course folder in Blackboard for additional information)  
Reply to classmates Reader Response Discussion |
| **Week Thirteen** | Part VI: Types and Tests of Arguments  
Chapter 14: Analogies, Examples, and Narratives  
Chapter 15: Reasoning about Causes  
Chapter 16: Moral and Practical Arguments  
Chapter 17: Essential Nature Arguments  
Chapter 18: Fallacies and Appeals  
Appendices: Developing and Adapting Your Case Appendix A: Policy Case Construction Appendix B: Adapting Arguments to an Audience | M: Check what is due this week. Read. Catch up time  
T: Catch up time—online conferences  
W: Reader Response Discussion #10  
R: Quiz on AUSA Readings #10  
F: Catch up time  
S: Catch up time  
S: Check what is due this week. Start combining your Analysis Papers #2-4 for the Case Study  
Reply to classmates Reader Response Discussion |
| **Week Fourteen** | Debriefing with Executive Summary  
Additional chapters will be announced in Blackboard  
Review any of the past chapters to help with this week’s discussions and assignments  
Additional Website links in Blackboard  
Review PDF handouts on Executive Summary  
Helpful websites on executive summaries: | M: Complete: Part I: Online: Post to Debriefing with Executive Summary  
T: Catch up time  
W: Peer Review #3 for Case Study—upload draft  
R: Quiz on AUSA Readings #10  
F: Catch up time |
<table>
<thead>
<tr>
<th>Day</th>
<th>Discussion Class Topics</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| Week Fifteen | Debriefing with Executive Summary  
View: Debriefing: Executive Summary of Advocacy Issue Q & A Session (respond to each Question)  
View: Post Project Reflection Discussion Thread  
Complete Online Course Evaluations sent to your UTEP email |  
S: Catch up time: Begin drafting topic/issue, research questions, and survey questions  
S: Check what is due this week. Read. Complete Responses for Peer-Review for Case Study -Revise  
M: Complete: Part II: Each author replies to each question. Answer all questions from classmates from the Executive Summary Debriefing  
T: Catch up time  
W: In-class discussion  
R: Final: Case Study Due  
F: Dead Day  
S: Final Exams: May 6-10 |  
F: Dead Day  
S: Check what is still due |
| Final  | Finals  
View: Your Grades  | Finals week: Check all of your scores |