English 1312: Research and Critical Writing

CRN: 23625  INSTRUCTOR: ESTHER SOLIS AL-TABA
TIME/DAYS: 12:00-1:20 TUESDAY;  E-MAIL: EAL-TABA@UTEP.EDU
CRN: 24046  PHONE: (915) 747-6254
TIME/DAYS: 12:00-1:20 THURSDAY;

PLACE: UGLC 234  OFFICE HOURS: TUESDAYS- 7:45 A.M.- 8:45 A.M.;
PHONE: (915) 747-6254  10:30 P.M. TO 11:50; THURSDAYS- 7:45 A.M.-
OFFICE LOCATION: HUDSPETH 211  8:45 10:30 A.M.- 11:50 P.M.; WEDNESDAYS
ONLINE 12:00 P.M. – 1:00 P.M.; AND BY
APPOINTMENT;

Course Description

The primary goal of English 1312 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 out on important information.

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 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.
Students will also have the opportunity to strengthen skills sets in the following areas:

- Think, read, and write critically;
- Formulate research questions and perform primary and secondary research to answer those questions;
- Become familiar with the contents of the UTEP Library, in a variety of forms and areas of professional study (e.g. the arts, humanities, sciences, nursing, social sciences, business, engineering, and education);
- Analyze and synthesize material from outside sources;
- Develop a sensitivity to the significance of data and how it can be rhetorically applied to various genres; and,
- As part of a research process, apply research to various genres; receive instruction in the logic and form of documentation within a discipline (APA); learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material); write analytical and argumentative papers appropriate to genres and larger discourse communities.

## Required Texts & Materials

Pearson Custom Library, English Mercury Reader.  
ISBN: 10: 1-269-25983-0  

*Please be certain to purchase the 16th edition with this cover:*
CafeScribe Quick Start Guide
The Guide to First-Year Composition is a digital book. Students need to purchase an access code either from the UTEP Bookstore or online at www.CafeScribe.com. 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 www.cafescribe.com 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 Guide to First-Year Composition book.
4) Select the book, click “Activate Book(s)”, and the book will be ready to use.
Course Assignments

(This syllabus provides an overview of assignments for the class—specific assignment sheets are available in the FYC Guide, will be discussed in class. Smaller assignments will be available in Blackboard):

The First-Year Composition Program at UTEP uses a rubric for each assignment. Additional information is available in the Guide to First-Year Composition and will be provided by instructors.

Course Focus: Impact your World: 21st Century Human Rights

**Topic Proposal for Semester:** Students will write a proposal to identify the subject/issue/topic they will be working with for the semester. This will be submitted to, approved, and graded by the instructor. **10 pts.**

**Genre Analysis Matrix:** Students will complete the genre analysis matrix as an activity assignment to begin work on the Genre Analysis. This will be submitted to, and graded by, the instructor. **30 pts.**

**Genre Analysis:** Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. This will be submitted (rough and final drafts) and graded by, the instructor. **100 pts.**

**Research Questions/Citation Analysis Matrix:** Students will submit 3-4 research questions for approval and complete the citation analysis matrix as an activity assignment to begin work on the Literature Review/Primary Research Report. This will be submitted to, approved, and graded by the instructor. **30 pts.**

**Literature Review / Primary Research Report:** Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. This will be submitted (rough and final drafts) and graded by, the instructor. **200 pts.**

**Argumentative/Advocacy Outline for Documentary Film Project:** Students will submit an outline to show the persuasive purpose and argumentative structure for the documentary film. This will be submitted to, and graded by, the instructor. **30 pts.**

**Documentary Film Project:** Students will plan, write, film and edit a documentary film advocating a position on a current issue. Students will be provided with opportunities to become more familiar with this software throughout the semester. This will be uploaded on Vimeo or YouTube, and the link copied and pasted on a Word Document. This will be submitted and graded by, the instructor. **200 pts.**

**Class Presentation:** Students will present their documentaries to the class. The instructor will grade this presentation. **50 pts.**

**Online Opinion Piece:** Students will write an online opinion piece on some aspect of the topic of their Literature Review/Primary Research Report in order to advocate for a policy change. The final draft will be submitted and graded by, the instructor. **100 pts.**

**Advocacy Website:** Students will create, design, and maintain a website that advocates for the topic of their literature review/primary research report. 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 advocacy and draws from
their semester's work and research. Students should copy and paste the link on a Word Document. This will be submitted to, and graded by, the instructor. **150 pts.**

**Participation in Class:** Because this is a hybrid class, participation in-class and online is mandatory. The activities included in this category ensure that students learn the material and help them to compose effective projects. This score will include blog entries, attendance, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. **100 pts.**

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

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

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**Course/Instructor Policies**

**Project Format:** All projects must be word-processed and saved as a .doc 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.

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.

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

**Rough Drafts:** Part of the participation grade will include the submission of rough drafts. In order to get the most useful feedback, rough drafts should be completed projects. They must also be submitted before or on the due date. The first two assignments (genre analysis and literature review/primary research report) both require rough draft submissions.

**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:

1. To be sure that the project is on the right track: that it meets the requirements of the assignment.
2. 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 instructors and the Writing Center for this.

**Participation/Attendance:** Because this is a hybrid course, attendance is determined by class participation both in class and online. Students must be prepared, participate in online discussions, and attend the face-to-face class consistently to understand and incorporate the rhetorical strategies and processes used to complete the projects. Participation is worth 15 percent of the final grade.

**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 English 1312: 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 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 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 officially admitted to the university. 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.

Course Policies:

- To preserve a student’s GPA, he/she may be dropped from the course after missing four classes.
- Missing a scheduled conference with the instructor constitutes an absence.
- Hybrid days require a student to be online (Blackboard) by posting under discussions and completing assignments in an asynchronous environment.
- 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.
- 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:

- Major projects submitted will be due on Fridays at 11:30 p.m. A late window is open until Sunday at 11:30 p.m.

Nature of and Time Spent on Course:

English 1312 intends to help students develop a wide variety of strategies for communicating in a variety of media. To succeed in this course requires dedication and focus.

Students should allocate sufficient time for the class projects and work. The general rule for all classes is that students spend two hours working outside of class for each class credit. Because this is a 3-hour class, expect to spend 6 hours doing researching and writing each week. However, remember that the class only meets with the instructor and classmates for 1.5 hours a week. Therefore, add the additional 1.5 hours to the 6 for a total of 7.5 hours. During some weeks students may work more; some weeks they may work less. However, keep this average in mind.

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 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.

**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.

**Spring Dates:**

January 21, 2014 Classes Begin

February 5, 2014: Census Day: All students who have yet to attend must be dropped.

March 10-14, 2014: Spring Break (no classes)

March 26, 2014: Freshmen mid-term grades due

March 31, 2014: Cesar Chavez Day (no classes)

April 4, 2014: Drop date: Last day to drop students with a W.

April 18, 2014: Spring Study Day (no classes)

May 8, 2014: Last Day of Class

May 9, 2014: Dead Day

May 12-16, 2014: Finals Week

May 2014 Film Festival TBA
May 21, 2014: Final Grades are Due
### Weekly Schedule (Subject to change)

RWS = Rhetoric and Writing Studies in English; GFC = Guide to First-Year Composition

Sample Calendar

All major assignments will be submitted on time. The due date is ALWAYS Friday at 11:30 p.m. The late window is open until Sunday at 11:30 p.m.

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<thead>
<tr>
<th>Calendar</th>
<th>Assignments</th>
<th>Readings/Homework</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Introduction to class, review of syllabus.</td>
<td>GFC: Chapters 1-7 and Chapter 9</td>
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<td>RWS: Chapters 1 and 18</td>
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<td>BB: See Discussions</td>
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<td>Week Two</td>
<td>Begin discussion on topic for the semester and</td>
<td>GFC: Review Chapter: Genre Analysis section</td>
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<td>Genre Analysis.</td>
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<td>Genre Analysis Matrix due.</td>
<td>RWS: Chapters 2-4; 19-22</td>
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<td>BB: See Discussions</td>
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<td>Week Three</td>
<td>Genre Analysis draft continued</td>
<td>GFC: Review Chapter: Genre Analysis section; and</td>
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<td>Literature Review Research Report section</td>
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<td>RWS: Chapters 5-8; 13-14</td>
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<td>BB: See Discussions</td>
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<td>Week Four</td>
<td><strong>Genre Analysis draft due.</strong></td>
<td>GFC: Review Chapter: Literature Review Research Report section</td>
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<td>Genre Analysis draft returned. Be sure to check</td>
<td>RWS: Chapters 9-12</td>
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<td>for comments.</td>
<td>BB: See Discussions</td>
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<td>RWS: Review Chapters 20-21</td>
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<td>BB: See Discussions</td>
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<td>Week</td>
<td>Assignment</td>
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<td>Week Six</td>
<td><strong>Genre Analysis final due.</strong></td>
<td>GFC: Review</td>
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<td>Chapter: Literature</td>
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<td>Research Questions/Citation Analysis Matrix</td>
<td>Review Research</td>
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<td>Report section;</td>
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<td>Week Seven</td>
<td><strong>Literature Review Research Report continued</strong></td>
<td>GFC: Review</td>
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<td>Chapter: Literature</td>
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<td>Review Research</td>
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<td>March</td>
<td><em><strong>Spring Break</strong></em></td>
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<td>10-14</td>
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<td>Week Eight</td>
<td>**Literature Review Research Report draft</td>
<td>GFC: Review</td>
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<td>Chapter: Literature</td>
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<td>and Documentary</td>
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<td>Week Nine</td>
<td>Literature Review / Primary Research draft</td>
<td>GFC: Review</td>
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<td>returned Be sure to check for comments.</td>
<td>Chapter: Literature</td>
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<td>Review Research</td>
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<td>Week Ten</td>
<td>Revision of Literature Review/Primary Research</td>
<td>GFC: Review</td>
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<td>Begin Documentary.</td>
<td>Chapter: Literature</td>
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<td>Review Research</td>
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| Week Eleven | **Literature Review / Primary Research Report** final due. | GFC: Review Chapter: Literature Review Research Report section; and Documentary section  
RWS: Review Chapters 23  
BB: See Discussions |
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<td>Argumentative/Advocacy Outline for Documentary Film Project Due.</td>
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| Week Twelve | Documentary continued. | GFC: Review Chapter: Documentary section and Online Opinion Piece section;  
RWS: Review Chapters 3, 4, 5, 17; 24  
BB: See Discussions |
|  | | |
| Week Thirteen | Begin Online Opinion Piece. Begin discussion of Presentation. | GFC: Review Chapter: Documentary section and Online Opinion Piece section;  
RWS: Review Chapters 15-16  
BB: See Discussions |
|  | | |
| Week Fourteen | **Documentary Due.** | GFC: Review Online Opinion Piece section; Advocacy Website; and Presentations  
RWS: Review Chapters 17, 23-25  
BB: See Discussions |
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| Week Fifteen | **Online Opinion Piece Final Draft** due. Presentations.  
Last Day of Class 5/8  
Dead Day 5/9 | GFC: Review Online Opinion Piece section; Advocacy Website; and Presentations  
RWS: Review Chapters 17, 23-25  
BB: See Discussions |
<table>
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<tr>
<th>Week Sixteen</th>
<th>Presentations</th>
<th>GFC: Review Online Opinion Piece section; Advocacy Website; and Presentations</th>
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<tr>
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<td><strong>Advocacy Website due.</strong></td>
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<td><strong>Finals week (include these to the calendar)</strong></td>
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<td>RWS: Review Chapters 23-25</td>
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<td>BB: See Discussions</td>
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*Check the UTEP finals week calendar for exact dates for your course*