

## Rhetoric and Writing Studies RWS 1301

CRN: 13763

In fall 2020, all sections of RWS 1301 are 100% online

### Instructor Information:

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**Best Contact:** via Remind

### Online Office Hours:

Office hours will be held online via Zoom on Thursdays 2-4. I will post a recurring link on our Blackboard page that you can use for this class. I am also available at other days and times by appointment. Don't hesitate to reach out!

### Program Overview

At UTEP, the First-Year Composition (FYC) program in the English department offers two first-year courses that are typically taken as a sequence, RWS 1301—Rhetoric and Composition I and RWS 1302—Rhetoric and Composition II. These courses are intended to help students develop their rhetorical and writing knowledge and skills within these five knowledge domains: writing process knowledge, subject matter knowledge, rhetorical knowledge, genre knowledge, and discourse community knowledge. Therefore, we teach writing as a complex activity through which students are given guidance and often collaborate. Drawing on the rich scholarship of Rhetoric and Writing Studies, we have designed our courses to help students address the challenges of 21st century composing. In these courses, students are empowered to determine the most effective strategies, arrangements, and media to use in different rhetorical contexts.

In fall 2020, all sections of RWS 1301 and 1302 will be taught online. Regardless of the delivery system, the FYC program reminds students that the primary purpose of these classes are the learning and practice of writing. The Conference on College Composition and Communication together with the Council of Writing Program Administrators state:

*Writing classes teach writing: Principally, writing classes foreground writing itself as a complex, distributed activity premised upon sociality and community formation, processes and materials, flexibility, and ethical communication. Writing classes may involve participants in purposeful interpersonal interactions (discussions and conversations), writing-related activities (peer review, studying features in model texts), and interpreting texts (making meaning individually or together with others); however, the activity of writing itself continues to be central to what a writing class sponsors.*

CCCC and CWPA Joint Statement in Response to the COVID-19 Pandemic

## *RWS 1301 & 1302 Learning Outcomes*

At the end of these FYC courses, students will be able to:

### Critical thinking and reading

- Think, read, and write analytically and reflectively
- Address specific, immediate rhetorical situations and their effects on individuals and communities
- Read a diverse range of texts and apply these texts to different audiences, contexts, and situations.

### Composing practices

- Read and compose in several genres to understand how genre conversations shape and are shaped by readers' and writers' practices and purposes
- Develop composing processes appropriate to writing style, audience, and assignment
- Use composing processes and tools as a means to discover and reconsider ideas, generate writing, and make meaning
- Engage with a community of writers who dialogue across texts, argue, and build on each other's work
- Develop writing projects through multiple drafts by learning flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Give, receive, and act on productive feedback from peers and instructors to work in progress

### Research

- Learn to formulate research questions, methods for research, and analyze and synthesize material
- Develop 21st century technological literacies and modalities needed for researching and composing
- Locate and evaluate primary and secondary materials, such as: journal articles and essays, books, scholarly and professionally established and maintained databases and archives, and informal electronic networks and internet sources.
- Learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material)
- Apply research to various genres and cite sources in American Psychological Association Style (APA) or Modern Language Association Style (MLA)

### Assessment

- Use reflective learning strategies to self-assess and understand one's processes and products
- Collaborate

- Integrate and act on critical feedback from peers and instructors
- Understand and examine critically the reasons behind writing conventions in fields and disciplines

### *Rhetoric & Composition 1 (RWS 1301) Course Description*

**Rhetoric & Composition 1 (RWS 1301)** is designed to help you reach your academic and professional goals. Course assignments invite you to explore civic, cultural, political, or social concerns through topics that appeal to your sense of civic responsibility as a member of various communities. By engaging with your course topic through various genres, RWS 1301 encourages you to cultivate rhetorical skills while gaining domain knowledge in an area of special interest to you. The goals of RWS 1301 at UTEP are largely based on the [Writing Program Administrators' Outcomes](#).

You will use writing to inquire into different rhetorical situations, and you will create different types and genres of composition (not limited to academic essays). The curriculum consists of these 5 modules.

#### **MODULE 1 – Taking Inventory**

- Exploring texts
- Experimenting with multimedia
- Collaborative project on studying texts, authorship, and the idea of composition

#### **MODULE 2 – Autoethnographic Study of Self and Language Experiences**

- Language and literacy – relationship to home and language
- Looking back on your linguistic identities
- How do linguistic and cultural experiences affect your ideas about what it means to write in college?

#### **MODULE 3 – Remixing the Self Study**

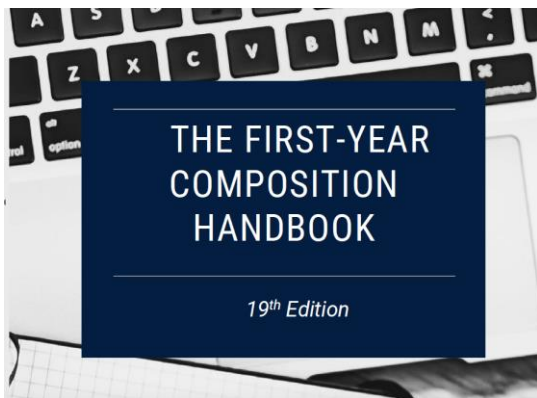
- Adapting to another audience—audience analysis
- Examining an alternative genre –genre analysis
- Composing in a new medium
- Rhetorical analysis

**MODULE 4 – Social Issue Investigation**

- Identifying an issue of personal and social concern
- Interrogating assumptions, biases, and representations through topic research
- Report with annotated bibliography for future study

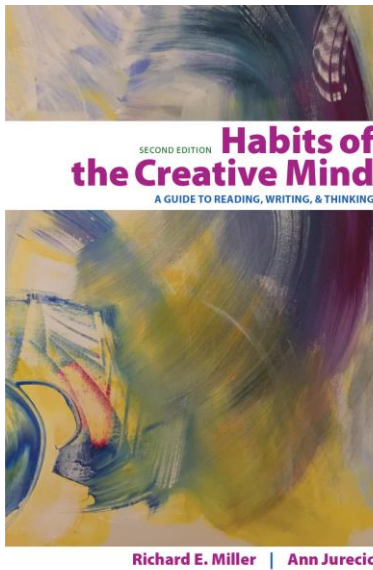
**MODULE 5 – Visual argument**

- Creating infographic, PSA, or alternative visual project
- Presentation of infographics and PSAs

***Required Texts & Materials***

**Bossie, R., & LaPrade, P. (2019). *The First-Year Composition Handbook, 19<sup>th</sup> ed.***

An e-book available through the UTEP Bookstore.



Miller, R. E., & Jurecic, A. (2020). *Habits of the Creative Mind: A Guide to Reading, Writing, & Thinking* (2<sup>nd</sup> ed.)



Available at the UTEP Bookstore.

Additional required readings may also be posted on Blackboard.

Access to Microsoft Word, or ability to save files as .doc or .docx files.

A USB drive is strongly advised for saving work throughout the semester.

### *Course Assignments and Grading*

**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**

**100 Points: MODULE 1 – Taking Inventory**

**100 Points: MODULE 2 – Autoethnographic Study of Self and Language Experience**

**100 Points: MODULE 3 – *Remixing the Self Study***

**100 Points: MODULE 4 – Social Issue Investigation**

**200 Points: MODULE 5 – Visual argument**

**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.

### **Writing Projects [100 each]**

During the course you will complete four writing projects, each of which will go through multiple drafts before it is considered complete. As you go through the writing process, your drafts will be reviewed continually by your peers, your writing tutors, and me. You will receive copious feedback on the drafts you submit. These comments are aimed at redirecting your work for revision. One of the primary goals of the course is to learn how to rethink and rework your writing. The point is that an early draft is composed of first thoughts, and that a truly sophisticated piece of writing usually involves a great deal of reflection, analysis, and craft. This course is about experimenting with a process, and discovering whether that process can help deepen your sense of your writing and of yourself as a writer. Each completed project will be evaluated for its adherence to this multiple drafting process. I will be looking for ways in which you work through your assignments, how willing you are to take risks, and how much effort goes into each assignment. If you write with sincerity and a serious approach, you will probably do well in the course.

Throughout each writing project, a writing tutor or I will read your draft and respond to it with a review that points to certain areas where you can expand your ideas and challenge your thinking in your revision. I will also indicate one or two grammar/punctuation issues that I want to direct your attention to for subsequent drafts. You are invited to speak with me anytime regarding the quality and progress of your work. No one should be surprised by his or her final grade in the course.

### **Multimedia Project & Reflection [100 Project; 50 Reflection]**

You will be completing a multimedia project to show how you use other mediums with your writing. This will be on the same semester topic you have chosen. This project is visually based, so design plays a large part. This project also includes a reflection essay where you explain the choices you made in your assignment.

### **Final PSA Project & Presentation [200 PSA; 50 Presentation]**

Your last project in the course will consist of 2 parts. You will be writing a new self-assessment at the same time that you substantially revise your earlier work and assemble a final portfolio. Your grade for this unit will reflect the self-assessment piece, the quality of your revisions, and completion of the requirements for composing the final portfolio.

## Participation and Peer Response [200]

This includes Discussion Boards, Journals, and Peer Reviews. You are expected to keep up with all weekly work. Missing one assignment may not be worth much, but missing multiple could result in failure of the class. Do as many as you can and keep up as best as you can.

### *Online Course Delivery*

#### **Course Delivery:**

In fall 2020, RWS 1301 will be held fully online. The course is designed to engage students through discussions with your classmates and instructor through Blackboard (Bb), UTEP's Learning Management System (LMS). The course will rely extensively on Blackboard, though your individual instructor may supplement it by incorporating other platforms and various media. In order to succeed in the course, you will need to have regular use of the internet and a stable connection. Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer. If you don't have a computer or reliable internet at home, the university can help you with resources: [Technology Support - UTEP](#). Please speak with your instructor immediately if you will need assistance. We want you to have the opportunity to succeed in class without concern about access. There are also computers available for you to use in the library on campus.

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

Students can prepare for the course by familiarizing themselves with the "Ready for Online Learning" guides to acclimate to online learning:

- Dispelling the Myths of Taking an Online Class
- Check Your Technology
- Communicating Effectively Online
- Managing Your Time Before It Manages You
- Online Teamwork
- Netiquette Guide for Online Courses

These guides are available on the navigation bar on the Blackboard shell for RWS 1301.

Students can also prepare by taking the Blackboard Student Orientation

<https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html>

**Submitting Work:** All work will be submitted through the Bb course shell for this class. Since Bb comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA or MLA format unless directed otherwise. Be sure to name each submitted assignment with your name and the title of the assignment. (For example: jmartinez rhetanalysis draft; jmartinez rhetanalysis final).

**Late Work:** It is important to submit work before deadlines for full credit and feedback. There is a 2-day late window on all major assignments in case of emergencies. This is in case your computer decides to update right when the assignment is due or you get in a car accident. You are expected to turn in assignments well before they are due, but I understand things come up and this late window is there for emergency use. Late assignments will no longer be accepted if a student uses the late window often and takes advantage of it.

**Participation:**

Participation includes Discussion Boards, Journals, and Peer Review. There must be one discussion post and one journal post of 150-words or more each week. There must also be 2 comments to peers discussion posts of at least 50-words or more each week. Peer Reviews on certain major assignments must be comprehensive and not just "Your paper looks great!" These responses should also be over 150-words. As this class will be taught asynchronously, you are expected to keep up with all minor assignments that are available weekly. This counts as your participation as well as your attendance.

**Classroom Etiquette and Netiquette**

- Debate, critical inquiry, and intellectual diversity are essential elements to 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 other hateful speech will not be permitted. Angry displays, whether in writing, online postings, or in class discussions will be handled as disruptions to the wellbeing of the class and responded to as negative participation.
- As a general rule: always consider 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 on 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).

## *University and Program Policies*

### **FYC Class Attendance Policy**

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

Attendance is mandatory for all freshman-level courses. Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help students learn to improve their writing, often through the discussion of a sample student project (sometimes the student's, sometimes one written by a classmate).

In addition, the First-Year Composition Program has developed the following policies that should be adhered to strictly by all instructors:

#### 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 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 class.

Missing a scheduled conference with the instructor constitutes an absence.

#### 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 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]

### For Online courses

In an online class, 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 absence from a week of class.

The instructor can measure participation through various pathways, such as completion of scaffolded activities and discussion posts, and responding to other students' posts and feedback. We also recommend measuring course activity by 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.

### **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](mailto: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.

**Please note that in fall 2020 the UWC will be operating fully online. Go to [University Writing Center - UTEP](#) to make an appointment with a writing center consultant.**

There are now two options students can take advantage of:

- 1) **Synchronous online assistance** – students can go to our website ([utep.edu/uwc](http://utep.edu/uwc)) and use the link to log into Blackboard Collaborate. No Appointment Needed! We will review your paper with you live online! Visit our website for current hours and availability of Synchronous Sessions.
- 2) **Email us your paper** – go to our website ([utep.edu/uwc](http://utep.edu/uwc)) and choose the Email option. You can email your paper to us any time. We will review it during our next open hours of operation and return it to you with suggested revisions. There may be up to a 72-hour turnaround for emailed papers, so plan ahead!

## 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.

## Important Dates for Fall 2020 Semester

<b>Aug 24th</b>	Fall classes begin
<b>Aug 24-28th</b>	Late Registration Period
<b>Sept 7th</b>	Labor Day Holiday- University Closed
<b>Sept 9th</b>	Fall Census Day Note: This is the last day to register for classes.
<b>Sept 21 st</b>	20 <sup>th</sup> Class Day
<b>Oct 22nd</b>	Midterm Fall 2020 Grades Due
<b>Oct 30th</b>	Fall Drop/Withdrawal Deadline 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.
<b>Nov 13th</b>	Deadline to submit candidates' names for commencement program

<b>Nov 26-27th</b>	Thanksgiving Holiday - University Closed
<b>Dec 3rd</b>	Fall - last day of classes
<b>Dec 4th</b>	Dead Day
<b>Dec 7-11th</b>	Fall Final Exams

**Course Schedule**

Your instructor will provide you with a course schedule specific to your class.

	<i>Topic</i>	<i>Readings Due</i>	<i>Assignments Due</i>
<i>Week 1</i> 8/24-8/30	<i>Module 1: Taking Inventory</i>	<i>Review syllabus HCM: Chp 1 FYC: Introduction to RWS 1301</i>	<i>*Syllabus Quiz Due 8/30 *Discussion Board Due 8/27 *DB Comments Due 8/30 *Journal Due 8/30</i>
<i>Week 2</i> 8/31-9/6	<i>Module 1: Taking Inventory</i>	<i>HCM: Chp 2</i>	<i>*Discussion Board Due 9/3 *DB Comments Due 9/6 *Journal Due 9/6</i>
<i>Week 3</i> 9/7-9/13	<i>Module 1: Taking Inventory</i>	<i>HCM: Chp 3</i>	<i>*Assignment #1 Due 9/13 *Discussion Board Due 9/10 *DB Comments Due 9/13 *Journal Due 9/13</i>
<i>Week 4</i> 9/14-9/20	<i>Module 2: Autoethnographic Study of Self and Language Experience</i>	<i>HCM: Chp 4</i>	<i>*Discussion Board Due 9/17 *DB Comments Due 9/20 *Journal Due 9/20</i>
<i>Week 5</i> 9/21-9/27	<i>Module 2: Autoethnographic Study of Self and Language Experience</i>	<i>HCM: Chp 5</i>	<i>*Discussion Board Due 9/24 *DB Comments Due 9/27 *Journal Due 9/27</i>
<i>Week 6</i> 9/28-10/4	<i>Module 2: Autoethnographic Study of Self and Lanquage</i>	<i>HCM: Chp 6</i>	<i>*Assignment #2 Due 10/4 *Discussion Board Due 10/1 *DB Comments Due 10/4 *Journal Due 10/4</i>

Week 7 10/5-10/11	Module 3: Remixing the Self Study	HCM: Chp 7 FYC: Assignment #3 – Choosing Topic	* Topic Proposal Due 10/11 *Discussion Board Due 10/8 *DB Comments Due 10/11 *Journal Due 10/11
Week 8 10/12-10/18	Module 3: Remixing the Self Study	HCM: Chp 8 BB: Lamott, Shitty First Drafts	*Discussion Board Due 10/15 *DB Comments Due 10/18 *Journal Due 10/18
Week 9 10/19-10/25	Module 3: Remixing the Self Study	HCM: Chp 9	*Assignment #3 Due 10/25 *Discussion Board Due 10/22 *DB Comments Due 10/25 *Journal Due 10/25
Week 10 10/26-11/1 Drop Deadline 10/30	Module 4: Social Issue Investigation	HCM: Chp 10 FYC: Assignment #6 – Global Issues Report FYC: Assignment #5 – Annotated Bibliography	*Multimedia Assignment & Reflection Due 11/1 *Discussion Board Due 10/29 *DB Comments Due 11/1 *Journal Due 11/1
Week 11 11/2-11/8	Module 4: Social Issue Investigation	HCM: Chp 11 Eli Review, Feedback and Revision. <a href="http://elireview.com/content/td/feedback/">http://elireview.com/content/td/feedback/</a>	*Assignment #4 Rough Draft Due 11/8 *Discussion Board Due 11/5 *DB Comments Due 11/8 *Journal Due 11/8
Week 12 11/9-11/15	Module 4: Social Issue Investigation	HCM: Chp 12 Eli Review. The Basic Revision Moves, Part 2. <a href="http://elireview.com/content/td/revision/">http://elireview.com/content/td/revision/</a>	*Peer Review Due 11/15 *Discussion Board Due 11/12 *DB Comments Due 11/15 *Journal Due 11/15

<p>Week 13 11/16-11/22</p>	<p>Module 4: Social Issue Investigation</p>	<p>BB: DeVoss &amp; Rosatti</p>	<p>*Assignment #4 Final Draft Due 11/22 *Discussion Board Due 11/19 *DB Comments Due 11/22 *Journal Due 11/22</p>
<p>Week 14 11/23-11/29 Thanksgiving</p>	<p>Module 5: Visual Argument</p>	<p>BB: Yancey "Made Not Only in Words" FYC: Assignment #7 – Visual Argument/PSA</p>	<p>*Storyboard Due 11/29 *Discussion Board Due 11/26 *DB Comments Due 11/29 *Journal Due 11/29</p>
<p>Week 15 11/30-12/6</p>	<p>Module 5: Visual Argument</p>	<p>BB: Otashi &amp; Heffernan FYC: Assignment #8 – Visual Argument Presentation</p>	<p>*Discussion Board Due 12/3 *DB Comments Due 12/6 *Journal Due 12/6</p>
<p>Week 16 12/7-12-11</p>	<p>Module 5: Visual Argument</p>		<p>*PSA Due 12/11 *Journal Due 12/11</p>