

# RWS 1302

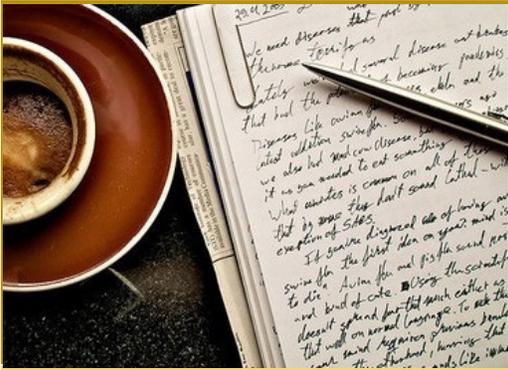
## Writing in Transit

**INSTRUCTOR: FATIMA MASOUD**  
**EMAIL: FSMASOUD@UTEP.EDU**  
**OFFICE: WORREL HALL 106**  
**HOURS: FRIDAYS 10:30-11:30AM OR ONLINE & BY APPOINTMENT**

**SPRING 2020**  
**CRN: 25070**  
**TIME: FRIDAY 9:00-10:20AM**  
**LOCATION: UGLC 234**

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### Course Description

The primary goal of RWS 1302 is to develop students' critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on an awareness of and appreciation for discourse communities as well as knowledge specific to subject matter, genre, rhetorical strategy, and writing process.

The class presents an approach to communication that helps students determine the most effective strategies, arrangements, and media to use in different rhetorical contexts. It teaches students a systematic approach for analyzing rhetorical situations and then producing a variety of documents and presentations while gaining

more confidence and fluency in visual, oral, and written communication. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.



### A NOTE ABOUT THIS SYLLABUS

This is an interactive PDF syllabus. If you have trouble reading this syllabus for any reason, please let me know.

### Semester Theme

What makes a person a "good" writer? Even if you haven't thought of it consciously, you probably have preconceived ideas about what makes someone a "good" or "bad" writer. Chances are, many of those ideas are based on your own experiences with writing, in many different settings. In this class we'll discuss the concept of **transfer** and how you can develop and refine your writing skills through an awareness of transfer and other writing practices. With your groups, you'll pick a topic and explore it throughout the semester, working on your skills as a writer along the way.



## 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.
- Engage reflection about their own learning.

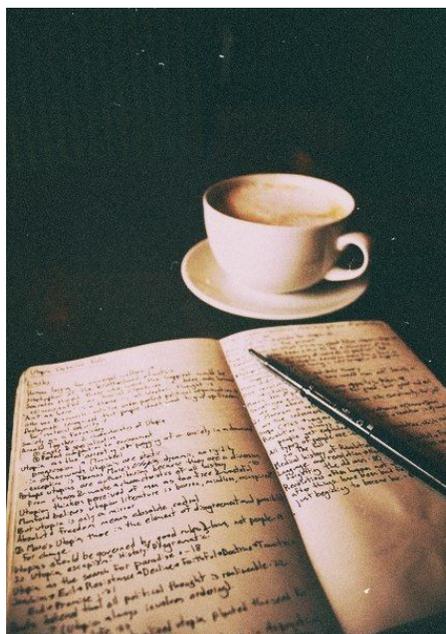
Students will also have the opportunity to strengthen skills sets in the following areas:

- 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,
- Apply research to various genres;
- Master 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.

This course is also designed to promote your overall success, inside and outside the classroom. Our coursework will help you to improve in key areas such as Communication, Confidence, Critical Thinking, Leadership, Problem Solving, Social Responsibility and Teamwork.

To find out more about the university's plan to improve student engagement and learning, visit the [UTEP Edge](#).



## Required Texts

- Comer, D. K. (2015). *Writing in Transit*. Southlake, TX: Fountainhead Press. ISBN:978-1-59871-803-4
- Bossie, R., & LaPrade, P. (2019). *The First-Year Composition Handbook*. This e-book is available through the UTEP Bookstore.
- Additional Readings may be posted on Blackboard.



## Required Materials

- Access to UTEP email and course Blackboard
- Adobe Acrobat or Adobe Acrobat PDF Reader
- Microsoft Word or equivalent
- FlipGrid Student Account

## About this hybrid course:

This course is a **hybrid course** which means we meet once a week face-to-face and once a week online. It is your responsibility to keep up with the course work on blackboard and through your student email. I will make announcements frequently, but the syllabus, course calendar and FYC Handbook should be your first stops if you have questions about due dates or assignment guidelines.

## Course Work and Major Assignments\*

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. <b>Proposals, Outlines &amp; Drafts</b> [50 pts]</li> <li>2. <b>Genre Analysis</b> [100 pts]</li> <li>3. <b>Literature Review / Primary Research Report</b> [200 pts]</li> <li>4. <b>†E-Portfolio: Advocacy Website</b> [100 points]</li> <li>5. <b>†Advanced Visual Argument</b> [200 pts]<br/>Option 1: Documentary</li> </ol> | <ol style="list-style-type: none"> <li>6. <b>†Advanced Visual Argument Presentation</b> [50 pts]</li> <li>7. <b>†Annotated Bibliography</b> [50 points]</li> <li>8. <b>Online Discussion Posts and Responses</b> [150 points]</li> <li>9. <b>‡Workshops</b> [100 points]</li> </ol> |
|--|---|

\*Major assignment requirements and instructions are found in the First Year Composition Handbook (e-book). Additional guidance given in class and on blackboard.

†Group assignments.

‡Instructions given in class and on blackboard.

## Class & University Policies

### Course Delivery

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 class website, depending on the instructor. It is vital for you to regularly check your UTEP email and course content. Students should allocate sufficient time for the class projects and work.

This course is technology enhanced, and all of the supplementary material for the class will be delivered via Blackboard. It is strongly recommended that students have access to 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 a [lab](#) in order to complete the work.

### Grade Distribution

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

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

### Assignment and Grading Policies

**Due Dates:** All due dates are specified in the course calendar and on blackboard. Be mindful and turn your work in on time.

**Submit via Blackboard only. I do not accept email submissions.**

**Late Work:** All late assignments will be docked 15% per day they are late. I will not accept any assignments that are more than 3 days past their due date.

**Extension Policy:** I do not grant extensions for class work other than major assignments. You must contact me to discuss extensions. Extensions are not guaranteed, and they are granted on a case-by-case basis.

### Submitting Work

All assignments should be submitted via the course Blackboard.

Since Bb 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 at all campus computers and through the Cloud.

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

### INSTRUCTOR EMAIL POLICY

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>▪ If you send me an email, always include a greeting, your name, and which class you are in.</li> <li>▪ If you need to meet with me online, email me to set up an appointment.</li> </ul> | <ul style="list-style-type: none"> <li>▪ I check my email daily but allow a 24-hour period for replies.</li> <li>▪ Emails sent on weekends will be replied to on the next business day.</li> </ul> |
|--|--|

## Attendance

According to The University of Texas at El Paso's catalog: "**The student is expected to attend all classes and laboratory sessions and attendance is mandatory for all freshman-level courses (1XXX).** It is the responsibility of the student to inform each instructor of extended absences. (For further information regarding excused absences refer to UTEP's Catalog [Curriculum and Classroom Policies](#). You are expected to attend all class meetings and to participate in discussions and workshops.

### Attendance Policy

- Attendance is mandatory.
- Attendance is considered for both the face-to-face and online portions of this hybrid class.
- Missing face-to-face class and/or online weekly discussion posts, workshops, or writing activities will be considered an absence.
- Missing a scheduled conference with me will constitute as an absence.
- Any document used to excuse an absence (doctor's note, etc.) must be delivered to me within 1 week of the absence. After that, the absence will be unexcused and count towards your 3-absence allotment.
- After 3 absences, your final grade will be docked a full letter grade.
- After 5 absences, you will receive an "F" for the course.
- Arriving late up to 20 minutes is considered a half-absence. Tardiness after 20 minutes is considered a full absence.
- I reserve the right to drop students for lack of effort or frequent absences.

## Classroom Etiquette

- 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, and to surface through our social media activity. You are expected to demonstrate the utmost respect and courtesy for your peers with differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be tolerated.
- Always consider audience, in class and online. Remember that members of the class and the instructor will be reading any 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 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).

### 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 Conduct and Conflict Resolution (OSCCR).

**Important:** If you are found to be cheating, colluding, plagiarizing, or taking credit for someone else's work in my class you will receive a "0" for the assignment in question and a "0" for the Ticket to Class (participation) points in this course.

### Accommodations

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to visit the Center for Accommodations and Support Services (CASS) in room 106, Union East Building or contact them at 747-5148 or [cass@utep.edu](mailto:cass@utep.edu). If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Counseling Center, Military Student Success Center and Academic Advising Center.

## 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, I encourage you to visit the writing center at least 12 hours before the assignment is due.

## 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.



## Course Calendar

A course calendar for this class is available on Blackboard. There, you will find the due dates for all assignments and readings for this course.

I will give announcements and reminders about homework and assignments, but it is your responsibility to keep track of all due dates.

**Final Note:** Policies in this syllabus are all subject to change at instructor's discretion. I will notify you in writing if anything in this syllabus is updated.

### Important Semester Dates:

Jan 21	First Day of Class
Feb 5	Census Day – Students who have not attended will be dropped
Mar 16-20	Spring Break
Mar 27	Cesar Chavez Day – No Classes
Apr 3	Withdrawal / Drop Deadline – Last Day to Drop with a "W"
Apr 10	Spring Study Day – No Classes
May 11-15	Finals Week
May 21	Final Grades Posted and Available to Students

\*Census Day: I reserve the right to drop students for lack of effort, multiple absences, and multiple missed assignments. If I drop students who fall into these categories **before** Census Day I will determine whether the drop will be an "F" or a "W." Any drops made **after** Census Day will automatically be an "F," regardless of the reason for the drop.