

**RWS 1301: Rhetoric and Writing Studies****CRN:** 15876**Time/Days:** TTh 7:30-8:50 am**Place:** HUDS 100**Instructor:** Liubov Shafirovich**E-mail:** [lshafirovich@utep.edu](mailto:lshafirovich@utep.edu)**Office Hours:** MWF 9:00 am-12:00 pm**Office Location:** Worrell Hall 104***Course Description***

The goal of RWS 1301 is to develop students' critical thinking skills in order to facilitate effective communication in educational, professional, and social contexts. 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. It is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. This course offers you a curriculum that empowers you to determine the most effective rhetorical strategies, arrangements, and media to use in different rhetorical contexts

***Learning Outcomes***

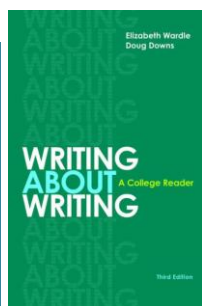
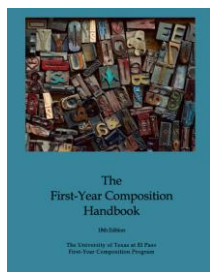
At the end of this course, students will:

- 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 stabilized within discourse communities.
- Address the specific, immediate rhetorical situations of individual communicative acts.
- Develop procedural knowledge of the writing task in its various phases.
- Engage reflection about their own learning.

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 & Materials*



- **Fourzan, J (2018).** *The first-year composition handbook, 18<sup>th</sup> ed.* (An e-book available through the bookstore or through the publisher Follet/VitalSource.). **ISBN: 978-0-692-75953-0**
- **Wardle, E. and Downs, D. (2016).** *Writing about writing: A college reader, 3<sup>rd</sup> ed.* Bedford/St. Martins. **ISBN-13: 9781319032760**

Additional readings may also be posted on Blackboard.

The next section is an overview of the assignments we'll cover in this course. Specific assignment guidelines can be found in the Handbook. I'll also post further instructions on our Blackboard course content.

***Course Assignments***

**Assignment #1:** (100 pts.)

**Option 1: E-portfolio Website/Blog**

Maintain a reflection blog and develop an E-Portfolio

**Option 2: Pre-Professional E-Portfolio**

Begin development of a professional website

**Assignment #2: Discourse Community Ethnography / Map** (100 points)

**Assignment #3: Choosing a Topic for the Semester** (as part of the participation points)

**Assignment #4:**

**Rhetorical Analysis** (100 points)

**Option 1:** Textual/Rhetorical Analysis and Visual Analysis assignments (two separate assignments, 50 pts each)

**Option 2:** Website Analysis paper (both text and visual in one assignment, 100 points)

**Option 3:** Website Analysis presentation & response (both text and visual in one assignment, 100 points)

**Assignment #5 Annotated Bibliography** (100 points)

**Assignment #6 Global Issues Report** (100 pts)

**Assignment #7 Visual Argument** (150 points)

Option 1: Infograph(ic)

Option 2: Public Service Announcement

**Assignment #8 Visual Argument Presentation** (50 points)

**Participation in Class and Online.** Class Participation/Attendance and other work as assigned by the instructor.

**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

### *University and Instructor Policies*

This course is designed to engage you through discussions in class and Bb. I hope you actively participate in this course because I have found it is the best way to engage you in learning.

#### **Course Delivery:**

This course uses extensively the online learning platform Blackboard. All of the supplementary material for the class will be delivered via Blackboard. It is strongly recommended that you 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 (<http://issweb.utep.edu/>) are often available until midnight, but schedules do vary. A great deal of work will be done online, and not having access to a computer will affect your ability to turn in assignments on time.

**Submitting Work:** All work will be submitted through our Bb course shell. All projects 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.

**The only file formats that will be accepted for the essays/other writing assignments are Microsoft Word (.doc or .docx) and Pdf. If your submission is in any other format, you will receive a zero.**

#### **No exceptions.**

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

**Due Dates for Major Assignments:** All major assignments will be due on **Fridays by 11:59 pm**.

**Late Work:** It is important to submit work before deadlines for full credit and feedback.

- Major projects submitted to Blackboard will be due on Friday, 11:59 pm.
- Late work may be penalized up to one letter grade.

### **Classroom Etiquette:**

- Electronic devices can be very helpful in the classroom whether a smartphone, tablet, or computer. However, if their use does not contribute to the conversation or tasks in the classroom then I have the right to ask you to put it away or turn it off, even if it is a personal device.
- 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.
- As a general rule: 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).

### **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. 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).

Since this class meets twice a week, **if you are absent from more than four classes** (= two weeks), **you may be dropped from the course.** Missing a scheduled conference with the instructor constitutes an absence.

### **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 Dean of Students page for more information on Academic integrity.

**Accommodations:** Your success in this class is important. 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.

### **Important Dates for this Semester:**

Aug. 27	First day of class
Aug. 27 - 30	Late Registration
Sept. 3	Labor Day Holiday
Sept. 12	Census Day – Drop students who have not come to class
Nov. 2	Drop Date, last day to drop a student with a W deadline
Nov. 22 - 23	Thanksgiving Holiday
Dec. 6	Last day of classes and complete withdrawal from the University
Dec. 7	Dead Day, day between last class day and start of finals, no class
Dec. 10 - 14	Final Exams Check the UTEP finals week calendar for your course
<b>Dec. 19</b>	<b>Instructor Submits Final Grades</b>

**Please make note of office hours and email, and reach out to me if you need to. I look forward to guiding your learning this semester!**

*Weekly Schedule (Provisional -- Subject to change)*

*WAW: Writing about Writing;*

*FYC: The First-Year Composition Handbook*

<b>Week</b>	<b>Topic</b>	<b>Tuesday</b>	<b>Thursday</b>	<b>Assignments due by Friday 11:59 pm</b>	<b>Notes</b>
<b>Week 1</b> 8/27-9/2	Class Introduction Review Syllabus, Blackboard and Introduce E-Portfolio Assignment		<b>WAW</b> CH. 1 (p. 1-6); CH. 2 (p. 116-129) <b>FYC</b> CH.1 & CH. 4, Intro and Assignment 1		<b>Aug. 27</b> <b>First Day of class</b>
<b>Week 2</b> 9/3-9/9	Discourse Community Assignment	Swales, John. "The Concept of Discourse Community" Genre Analysis : English in Academic and Research Settings. Boston: Cambridge UP. (1990) 21-32, Print. ( <a href="https://eng1301-knous.wikispaces.com/file/view/Swales-11.pdf">https://eng1301-knous.wikispaces.com/file/view/Swales-11.pdf</a> )	<b>FYC</b> CH. 4, Assignment 2; CH. 2 <b>WAW</b> 1) Donna Kain & Elizabeth Wardle, "Activity Theory: An Introduction to the Writing Classroom"; 2) "Individual in Community: How Do Texts Mediate Activities?" (chapter introduction)	E-Portfolio Shell Due	<b>Sep. 3</b> <b>Labor Day, no class</b>
<b>Week 3</b> 9/10-9/16	Prewriting / Invention	<b>WAW:</b> James Porter, "Intertextuality and the Discourse Community"		Community Discourse Map DUE	<b>Sep. 12</b> <b>Census Day</b>



Week	Topic	Tuesday	Thursday	Assignments due by Friday 11:59 pm	Notes
<b>Week 4</b> 9/17-9/23	Choosing a Topic for the Semester/ Rhetorical Analysis	<b>FYC CH. 4, Assignment 3 &amp; 6</b> <b>FYC CH. 4, Assignment 4; Ch. 3</b>	<b>WAW:</b> William Covino and David Jolliffe, "What is Rhetoric?"  "Rhetoric: How Is Meaning Constructed in Context?" (chapter introduction)	Rhetorical Analysis Proposal DUE/ Topic for the Semester; Community Discourse Assignment Reflection	
<b>Week 5</b> 9/24-9/30	Rhetorical Analysis Assignment	<b>WAW:</b> Maria Post, "Obama's Speech at Howard: Becoming King" (First-Year Student Text)  <i>Work on Draft of Rhetorical Analysis</i>	<b>FYC CH. 4, Assignment 4</b>  <i>Work on Draft of Rhetorical Analysis</i>		
<b>Week 6</b> 10/1-10/7	Peer-review	<b>Eli Review.</b> Feedback and Revision. <a href="http://elireview.com/content/feedback/">http://elireview.com/content/feedback/</a>	<b>WAW:</b> 1) Mike Rose, "Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer's Block"; 2) "Processes: How Are Texts Composed?"	Draft of Rhetorical Analysis Assignment DUE	
<b>Week 7</b> 10/8-10/14	Revision	<b>Eli Review.</b> The Basic Revision Moves, Part 2. <a href="http://elireview.com/content/revision/">http://elireview.com/content/revision/</a>	<b>WAW:</b> Nancy Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers"	Rhetorical Analysis Final DUE/ Assignment Reflection for E-Portfolio	
<b>Week 8</b> 10/15-10/21	Global Issues Report	<b>Review FYC CH. 4, Assignment 4</b>  Cushman, E. (1996). The rhetorician as an agent of social change. <i>College Writing and Communication</i> , 47(1), 7-28.	<b>WAW:</b> Christina Haas & Linda Flower, "Rhetorical Reading Strategies and the Construction of Meaning"	Global Issues Proposal DUE	

Week	Topic	Tuesday	Thursday	Assignments due by Friday 11:59 pm	Notes
<b>Week 9</b> 10/22-10/28	Research/Annotated Bibliography	<b>FYC CH. 4, Assignment 5</b>  Flower, L. & Heath S.B. (2000). Drawing on the local: Collaboration and community expertise. <i>Language and Learning Across the Disciplines</i> , 4(3), 43-55  <i>Draft the Annotated Bibliography</i>	<b>WAW:</b> Margaret Kantz, "Helping Students Use Textual Sources Persuasively"  <b>Wikipedia as a Site of Knowledge Production: pp. 765-771</b>  <i>Draft the Annotated Bibliography</i>		<b>Library Visit. Date TBA</b>
<b>Week 10</b> 10/29-11/4	Annotated Bibliography/AP A/Plagiarism	<b>WAW:</b> Brian Martin, "Plagiarism: A Misplaced Emphasis"	<b>DeVoss, D., &amp; Rosati, A. C.</b> (2002). "It wasn't me, was it?" Plagiarism and the web. <i>Computers &amp; Writing</i> , 19(2), 191-204.	Annotated Bibliography DUE	<b>Nov. 2 Drop Day</b>
<b>Week 11</b> 11/5-11/11	Argument / Opinion	<b>WAW:</b> Stuart Greene, "Argument as Conversation"  <i>Work on Global Issues Report Draft</i>	<i>Work on Global Issues Report Draft</i>		
<b>Week 12</b> 11/12-11/18	Peer Review Global Issues Report/Introduce Visual Argument Assignment	<b>WAW:</b> "Multimodal Composition: What Counts as Writing?" (chapter introduction)	<b>FYC CH. 4, Assignment 7;</b> <b>CH. 6: Sharing the Grade.</b>	Group Contract and Visual Argument Proposal	
<b>Week 13</b> 11/19-11/25	Visual Rhetoric, Technology and Visual Argument Assignment Cont'd	<b>WAW:</b> Jeff Grabill et al. "Revisualizing Composition: Mapping the Writing Lives of First-Year College Students"		Global Issues Report Final Draft DUE; Storyboard or Outline for Visual Argument	<b>Nov. 22-23 Thanksgiving</b>

Week	Topic	Tuesday	Thursday	Assignments due by Friday 11:59 pm	Notes
Week 14 11/26-12/2	Visual Argument Presentation/Revisit the E-Portfolio	Review FYC CH. 4, Assignment 7	Levack, K. (2006). Talking head to rockstar. Successful Meetings, 55(13).	E-Portfolio Reflection for Global Issues Report	
Week 15 12/3-12/9	Presentations of Visual Argument/Course Evaluations			Visual Argument DUE/E-Portfolio Visual Argument Reflection	<b>Dec. 6 Last Day of Class; Dec.7 Dead Day</b>
Week 16 12/10-12/16	<b>Finals week:</b> E-Portfolio Website due Dec. 14 by 11:59 pm				