The goal of English 1311 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.

English 1311 is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. Through these assignments, you will learn how to write to explore, to inform, to analyze, and to convince/problem solve. 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.

It emphasizes the use of technology through a variety of assignments and activities. One important piece of technology utilized is the Blackboard system. Blackboard provides students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in Blackboard consistently as it is an integral part of the course.

Ultimately, this course is meant to teach you the skills necessary for English 1312. It is designed with four major types of writing in mind. These are: Writing to Explore, Writing to Explain, Writing to Analyze, and Writing to Convince/Solve Problems. Mastering all of these types of writing are necessary for success in English 1312 and beyond.

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 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.
➢ Develop an awareness of and involvement in community issues and problems.

Required Texts & Materials

For instructors: InQuizitive is Norton’s Adaptive Online Quizzing Tool. It has an extensive grammar quiz content. You can use InQuizitive in various ways, but we suggest that you consider using it as a diagnostic tool. You can assign students a number of quizzes to complete in the first 2-3 weeks of class, and you can easily access a report that shows you what areas students need help with.


Course Assignments

(this syllabus only provides an overview of assignments for the class--specific assignment sheets will be discussed in class and posted on Blackboard):

Extra Credit: Prior to each major assignment’s due date, you have the option of going to University Writing Center ONCE prior to the assignment being due for 10 points of extra credit. While you have the option of receiving feedback and tutoring for more than one session, you will earn extra credit points for one session.

Discourse Community Ethnography Map – Students will work together to present their findings on a particular discourse community. This presentation will serve in aiding students in analyzing and understanding discourse communities by examining their characteristics. 100 pts

Rhetorical Journal- Students will create a semester-long online document (blog, website, etc.) that reflects upon and inquires into systems of persuasion (whether in personal or academic contexts). The
Rhetorical Journal will open up a space for students to respond to course readings, explore/challenge customary interpretations and try on various modes of argumentation. 200 pts.

Rhetorical Analysis - Students will write an essay analyzing the rhetorical strategies employed by an “article”. Specifically, students will close read a text of their choosing before mapping out the rhetorical maneuvers (appeals) that the text makes in order to persuade an intended audience. 200 pts.

Visual Argument - Students will create a visual research project that will based on any topic of their choice to research. Specifically, students will conduct research to present a well-informed argument and take a stance among their chosen topic. This assignment will also consist of a presentation that will be conducted at the end of the course. 200 pts.

Online Portfolio: Students will craft a reflective final portfolio that argues for their development as writers throughout the course. The portfolio will call upon students to offer illustrative close readings of their work to back up their claims as to how the course has impacted their writerly identities. 100 pts

Participation: In-class and online. 200 pts.
- InQuizitive / Norton Program in Blackboard – 100 pts
- Reflections - After students receive their graded work, they are to write a 250 word (minimum) reflective response on their individual website/blog that reflects on their work for each major project. – 25 pts (two (2) major reflections)

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

Project Format:
Textual projects must be word-processed using Microsoft Word--12 pt. font, one-inch margins, and double-spaced. 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—12 pt. font, one-inch margins, and double-spaced. Use a font style that is easily readable like Times New Roman, Arial, or Georgia.

**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 1311:** 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 a student does not have access, he/she can get free access through the university. ([http://admin.utep.edu/Default.aspx?tabid=40](http://admin.utep.edu/Default.aspx?tabid=40)).

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://atlas.utep.edu](http://atlas.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 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 entered into the system. 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:
Ø Go to http://my.utep.edu

Ø Login is e-mail ID. Password is e-mail password.

Ø Click on the link to Blackboard

Ø Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.

Ø Click on the course title to access the course.

**Classroom Etiquette:**
Ø No checking email, typing assignments, or surfing the web during class.

Ø 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.

Ø Absolutely no food or drinks in this classroom.

Ø Turn off cell phone ringers, and please do not text message or listen to iPods/MP3 players during class.

**Online “Netiquette”:**
Ø Always consider audience. Remember that members of the class and the instructor will be reading any postings.

Ø Respect and courtesy must be provided to classmates and to instructor at all times. No harassment or inappropriate postings will be tolerated.

Ø 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, having completed the readings for that day. They are expected to actively participate in discussions and workshops. The course cannot function without committed class discussion. As such, an absence may necessitate a meeting with the instructor, in order to review the materials and discussions missed.

Ø To preserve a student’s GPA, he/she may be dropped from the course after missing 2 classes.

Ø Missing a scheduled conference with the instructor constitutes an absence.

Ø 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.

Ø 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."

Additionally, the third time a student registers for the same class requires approval from the program director or chair as well as an additional fee (generally $100 per credit hour). So, be sure to start your college experience on the right track by attending class regularly.
**Late Work:**

Ø Late work will NOT be accepted. However! If a student feels that their work should be accepted, they can write a detailed paper explaining why their work should be accepted. These reasons can vary from a death in the family to work constraints. JUST BECAUSE YOU CAN APPEAL FOR YOUR WORK TO BE ACCEPTED DOES NOT MEAN IT WILL! Your instructor reserves the right to refuse any and all late work in the class.

Ø BE SURE TO TURN IN THE CORRECT DRAFT! Throughout the semester students will turn in their work through blackboard. Keep in mind that you MUST submit the appropriate draft EVEN IF THE DUE DATE HAS NOT YET PASSED! Keep in mind that haste makes waste.

Ø Students who fail to submit assignments on time do not receive feedback on performance. Therefore, it is important to submit work before deadlines for full credit and feedback.

**Academic Dishonesty:** Academic Dishonesty is NEVER tolerated by UTEP or the First-Year Composition Program. All cases are reported to the Dean of Students for Academic Sanctions. These sanctions may include expulsion. All work submitted must be original; students may not submit graded work from another course.

Forms of academic dishonesty include: Collusion—lending your work to another person to submit as his or her own; Fabrication—deliberately creating false information on a works cited page, and Plagiarism—the presentation of another person's work as your own, whether you mean to or not (i.e. copying parts of or whole papers off the Internet). See the Dean of Students website at [http://www.utep.edu/dos/acadintg.htm](http://www.utep.edu/dos/acadintg.htm) for more information.

**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 assignments can sometimes create tricky situations. Some students don’t always “pull their weight” and this upsets group members that are doing their work and being good contributors to the group. Despite this, group assignments are valuable because they help students
work together for a common goal. Group work is a “real life” reality and learning how to work in a group will be central to one of the projects in this class. Students who are not doing their group work can be voted off of their groups and will have to complete the entire work of a group 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 Disabled Student Services Office (DSSO) at 747-5148 or dss@utep.edu. The DSSO is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any DSS accommodation letters and instructions.

The following schedule outlines what you will need to have read/composed for a given class period

**Week 1:**

**Monday (June 12):**
- **Introduction to RWS1301 –**
Class introductions, syllabus, InQuizitive, create Rhetorical Journal

**Tuesday (June 13)**
Handbook: Ch 4, Assignment 2.

**Wednesday (June 14)**
Readings: Field Guide – “Write or Wrong Identity” and “Always Living in Spanish” – Blog
- “What Type of discourse community do you belong to?”

**Thursday (June 15)**
Readings: Discourse Community Presentations! Field Guide – Ch 36 and “5 Logical
Fallicies” http://www.cracked.com/article_19468_5-logical-fallacies-that-make-you-wrong-more-than-you-think.html Blog - What fallacies are you guilty of and why?

Discussion on ethos, pathos, logos

Friday (June 16) Hybrid Day - No Class
Readings: Field guide: “Just one more game” – Blog – Focus on the article’s use of ethos, pathos, or logos.
Handbook: Ch 4, Assignment 6, introduction to rhetorical analysis.

Week 2:

Monday (June 19)
Readings: Handbook: Ch 4, assignment 3
Field Guide: 289 – 297

Tuesday (June 20)
Field guide: 549 – 589 APA style
In class exercises

Wednesday (June 21)
Field Guide: “Is Google making us stupid” Blog – How do you research?
Pages 435 – 468.

Thursday (June 22)
“Dare we Say I” Field guide: pages 22 – 26, 94 – 128, Blog: What or why are you going to college?
Friday (June 23)
Rhetorical Analysis Due before midnight.
Handbook: Ch 4, assignment 7, Assign groups.

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**Week 3:**

**Monday (June 26)**
“Danger of A Single Story” [https://www.youtube.com/watch?v=D9Ihs241zeg](https://www.youtube.com/watch?v=D9Ihs241zeg) Blog: What single Story or stories do YOU have?
Handbook: Ch 6

**Tuesday (June 27)**
Field guide: Guys vs Men, Blog: Think about how you reflect on past experiences and events. How do you reflect and what do you learn?

**Wednesday (June 28)**
The Power of Introverts

**Thursday (June 29)**
Final InQuizitive quizzes and review over final material.

**Friday (June 30)**
No Class – work on visual argument.
Week 4:

Monday (July 3)
No class – work on presentations

Tuesday (July 4)
University closed – holiday

Wednesday (July 5)
Finalize presentations

Thursday (July 6)
Presentations!

Friday (July 7)
Presentations. Visual argument and final Due!