

RWS 1301: Rhetoric and Writing Studies

CRN: 24734

TIME/DAYS: MW 4:30 – 5:50

PLACE: UGLC 230

INSTRUCTOR: MARCO RODRIGUEZ

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OFFICE HOURS: MW: 2 – 4:20; TUES: 11 – NOON, 5 – 6; THURS: 1:30 – 2:50 AND BY APPOINTMENT.

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 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.

RWS 1301 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.

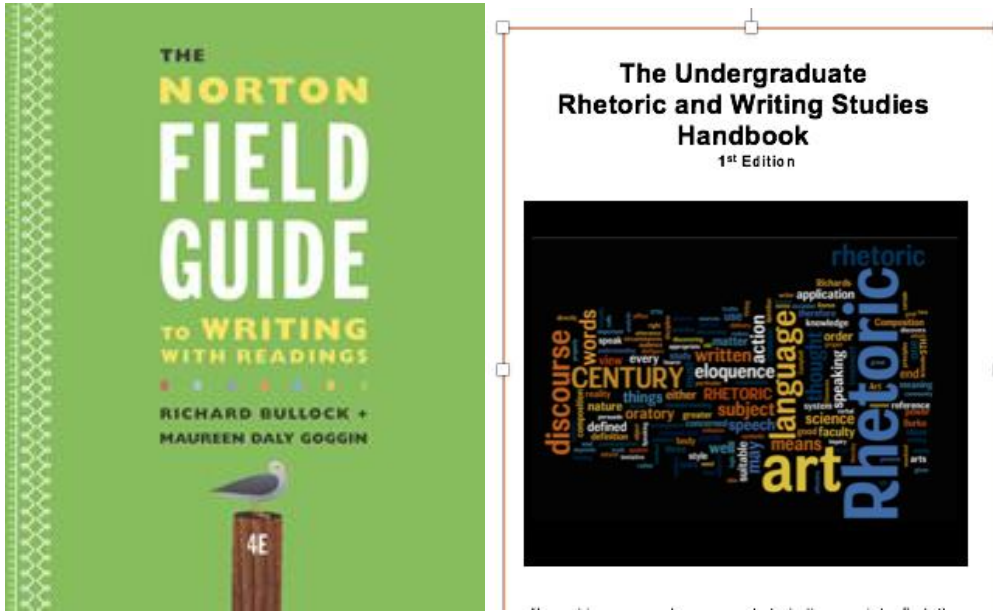
Ultimately, this course is meant to teach you the skills necessary for RWS 1302. It is designed with four major types of writing in mind. These are: Writing to Explore, Writing to Explain, Writing to Analyze, and Writing to Convince/Solve Problems. Mastering all of these types of writing are necessary for success in RWS 1302 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.
- Engage reflection about their own learning.

Required Texts & Materials



Bullock, R., Daly Goggin, M. (2016). The Norton Field Guide to Writing 4e with Readings EBook/InQuizitive Reg Card. ISBN: 978-0-393-57348-0.

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.

Biswas, M. and Crnkovic Padon D. eds. (2016) The Undergraduate Rhetoric and Writing Studies Handbook. (An e-book available through the bookstore or through the publisher Follet/VitalSource.

Additional readings will be posted on Blackboard or instructions will be provided for accessing them.

In the next section, I provide 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.

End of the Semester Showcase: Every semester our program showcases outstanding visual argument projects. This semester, our class will develop ___project to complete.

Course Assignments with *suggested* Readings

Assignment #1 E-portfolio Website/Blog assignment (100 points)

Maintain a reflection blog
Developing an E-Portfolio

[Readings: *Hocks, M. (2003). Understanding visual rhetoric in digital writing environments. CCC 54(4), 629-56. NFG: Chs 9 & 21; Ch. 32 pp. 318-320. HANDBOOK Ch.1 & Ch. 4, Intro and Assignment 1]*

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

[Readings:
Swales, John. "The Concept of Discourse Community" *Genre Analysis: English in Academic and Research Settings*. Boston: Cambridge UP. (1990) 21-32, Print. (<https://rhetwolf.files.wordpress.com/2014/08/swales-discourse-community.pdf>)
NFG: Ch. 5-7
HANDBOOK Ch. 4, Assignment 2; Ch. 2]

Assignment #3: Choosing a Topic for the Semester (10 points)

[Readings: NFG Ch. 10, pp. 84-86 or Ch. 20.
HANDBOOK Ch. 4, Assignment 3]

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)

[Readings: NFG: Chs. 11 & 16
HANDBOOK Ch. 4, Assignment 6; Ch. 3]

Assignment #5 Annotated Bibliography (100 points)

[Readings: DeVoss, D., & Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. *Computers and Composition*, 19 (2), 191-204. [http://dx.doi.org/10.1016/S8755-4615\(02\)00112-3](http://dx.doi.org/10.1016/S8755-4615(02)00112-3)

NFG: Ch. 15
HANDBOOK Ch. 4, Assignment 5]

Assignment #6 Community Problem Report (100 pts)

Option 1: Community Problem Report
Option 2: Community Problem Report Presentation & response

[Readings: *Cushman, E. (1996). The rhetorician as an agent of social change. College Writing and Communication, 47(1), 7-28.*

Flower, L. & Heath S.B. (2000). Drawing on the local: Collaboration and community expertise. Language and Learning Across the Disciplines, 4(3), 43-55.

NFG: Ch. 13
HANDBOOK CH. 4, Assignment 4]

Assignment #7 Visual Argument: (150 points)

Option 1: Brochure
Option 2: Infograph(ic)
Option 3: Public Service Announcement

[Readings: NFG Chs. 23, 55, 56
HANDBOOK CH. 4, Assignment 7; Ch. 6: Sharing the Grade.]

Visual Argument Presentation: (50 points)

[Readings: *Levack, K. (2006). Talking head to rockstar. Successful Meetings, 55(13).*
NFG: Ch. 58
HANDBOOK CH. 4, Assignment 7]

InQuizitive / Norton Program in Blackboard (100 points)

Participation in Class and Online. (190 points)

Reading Response/Blog (10 pts each; 10 entries total): Throughout the course of the semester you will be reading various articles and material both from your texts and from the internet. **You are expected to finish the readings prior to class. Prior to each class you are also expected to post a response to the readings for the class.** These posts should pose a question or reflection that you would like to bring to the class's attention. These responses will be posted on your individual websites/blogs.

Reflections (10 points each; 5 entries total): 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.

Attendance: 40 pts.

Extra Credit: Students have the option of earning extra credit by visiting the University Writing Center and turning in the appropriate document. Each visit to the writing center is worth **ten (10)** extra credit points. **HOWEVER!** Only **one (1)** visit per assignment will be counted. While it is encouraged to visit the writing center as many times as you see fit, only the first visit per assignment will receive credit.

Students have the option of earning extra credit if they attend **any** live performance. Rhetoric is not just written words but spoken words as well. A **250 word analysis** of the performance must be submitted (with proof of attendance) to receive **ten (10)** extra credit points.

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

Course/Instructor Policies

Project Format: All 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.

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

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. You can visit the writing center online at www.uwc.utep.edu

Technology and RWS 1301: 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.

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 not be an excuse for incomplete or late assignments.**

Technology problems (such as "my computer broke" or "I got a virus") 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.

Course Delivery of Course:

This course uses extensively the online learning platform Blackboard. All of the supplementary material for the class will be delivered via Blackboard.

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:

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. 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 and with a grade of F after the course drop deadline." (For further information regarding excused absences for university-recognized activities, absences for religious holy days, and military leave refer to UTEP's Catalog Curriculum and Classroom Policies.

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 in front of you to complete successfully your composition courses.

- Missing a scheduled conference with the instructor constitutes an absence.
- 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.
- 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 an attempt to preserve a student's GPA, your professor may drop you from the class. If a student fails to attend three (3) class sessions or has not turned in a significant amount of work, that student can expect to be dropped from the course.

Late Work:

- Major projects submitted to Blackboard will be due on Saturday before midnight. The submission link will open one (1) week prior to the due date.
- 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.
- Be sure to submit all major assignments in order to pass this class. While late work may adversely affect a grade, a zero can adversely affect enrollment.
- 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.
- **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.**

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. (See the Undergraduate Catalog, [Curriculum and Classroom Policies](#).) Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs.

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 with 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.

Important Dates:	
January 17	First day of class
January 17-20	Late Registration
January 16	Martin Luther King Jr. Day—University Closed
February 1	Census Day
March 23	Freshmen mid-term grades due
March 13-17	Spring Break (no classes)
March 30	Withdraw course drop deadline
March 31	Cesar Chavez Day (no classes)
April 14	Spring Study Day (no classes)
May 4	Last day of classes; and Complete withdrawal from the University
May 5	Dead Day
TBA	<u>RWS Showcase</u>
May 8-12	Final Exams Check the UTEP finals week calendar for exact dates
May 17	Grades are due in Goldmine

Weekly Schedule (Provisional -- Subject to change)

NFG = The Norton Field Guide to Writing with Readings; Handbook: The Undergraduate Rhetoric and Writing Studies Handbook

Week	Monday	Wednesday	Writings due	Notes
Week 1 Jan 16/18	Review syllabus, Blackboard, and E-Portfolio Project	NFG: Chs 9 & 21; Ch. 32 pp. 318-320. Blog		Martin Luther King Day (Jan 16 – No Class)
Week 2 Jan 23/25	Hocks, M. (2003). Understanding visual rhetoric in digital writing environments. CCC 54(4), 629-56. NFG: Ch. 5-7 Blog	Swales, John. "The Concept of Discourse Community" <i>Genre Analysis: English in Academic and Research Settings</i> . Boston: Cambridge UP. (1990) 21-32, Print. (https://eng1301-knous.wikispaces.com/file/view/Swales-11.pdf) HANDBOOK Ch. 4, Assignment 2; Ch. 2] Blog	E-Portfolio Shell	
Week 3 Jan 30/feb 1	HANDBOOK Ch. 4, Assignment 3	NFG Ch. 10, pp. 84-86 or Ch. 20.	Community Discourse / Topic	Census Day (Feb 1)
Week 4 Feb 6/8	NFG: Chs. 11 & 16 HANDBOOK Ch. 4, Assignment 4; Ch. 3 Blog	Proposals and begin research	Rhetorical Analysis proposal	
Week 5 Feb 13/15	In class exercises	In class exercises		
Week 6 Feb 20/22	Cushman, E. (1996). <i>The rhetorician as an agent of social change</i> . <i>College Writing and Communication</i> , 47(1), 7-28. HANDBOOK CH. 4, Assignment 6 Blog	Flower, L. & Heath S.B. (2000). <i>Drawing on the local: Collaboration and community expertise</i> . <i>Language and Learning Across the Disciplines</i> , 4(3), 43-55. NFG: Ch. 13 Blog	Rhetorical Analysis final draft	
Week 7 Feb 27/Mar 1	In class exercises	In class exercises		

Week	Monday	Wednesday	Writings due	Notes
Week 8 Mar 6/8	DeVoss, D., & Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. <i>Computers and Composition</i> , 19(2), 191-204. http://dx.doi.org/10.1016/S8755-4615(02)00112-3 HANDBOOK Ch. 4, Assignment 5 Blog	NFG: Ch. 15 Blog		Spring Break (Mar 12 – 18)
Week 9 Mar 20/22	Researching	Concise Writing	Annotated Bibliography final draft	
Week 10 Mar 27/29	Organizing	Editing / Proofreading		Drop day (Mar 30)
Week 11 Apr 3/5	NFG Chs. 23, 55, 56 HANDBOOK CH. 4, Assignment 7 Blog	HANDBOOK Ch. 6: <i>Sharing the Grade.</i>	Community Problem final draft	
Week 12 Apr 10/12	In class projects	In class projects		
Week 13 Apr 17/19	Levack, K. (2006). Talking head to rockstar. <i>Successful Meetings</i> , 55(13). HANDBOOK CH. 4, Assignment 7 Blog	NFG: Ch. 58 Student evaluations		
Week 14 Apr 24/26	No class, work on presentations	No class, work on presentations	Visual Argument Due	
Week 15 May 1/3	Presentations	Presentations	Visual Argument presentation	Last Day of Class; Dead Day
Week 16	Finals week: E-Portfolio Reflection Due			Showcase: Finals Week