RWS 1302: Rhetoric and Writing Studies

CRN: 16136
TIME/DAYS: 1:30 – 2: 50 THURSDAY
PLACE: UGLC232

INSTRUCTOR: MARCO RODRIGUEZ
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OFFICE HOURS: TUESDAYS/THURSDAYS 3:00 PM – 5:00 PM AND BY APPOINTMENT.
OFFICE LOCATION: WORRELL HALL 104

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.

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 a class website depending on the instructor. Instructors will provide students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in the online environment consistently as it is an integral part of the course. On occasion, students will be asked to meet on the hybrid day to participate in library research, technology workshops, presentations, or other activities their instructor might need them to be physically present for. Please keep this time available for this class. Otherwise, students may miss out on important information.

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,
- As part of a research process, apply research to various genres; receive instruction in the logic and form of 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. Curriculum

Required Texts & Materials

Comer, D. K. (2015). *Writing in Transit*. Southlake, TX: Fountainhead Press. ISBN:978-1-59871-803-4.

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.
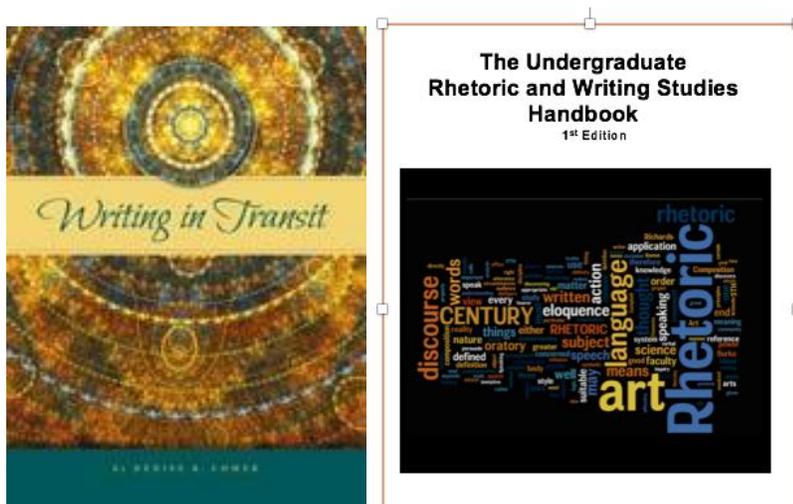
Course Assignments with *Suggested* Readings

(This syllabus provides an overview of assignments for the class--specific assignment sheets are available in the *Handbook,* will be discussed in class. Smaller assignments may be available in Blackboard):

End of the Semester Showcase: Your instructor will select, which project your class will develop for the showcase. This semester, our class will develop ___project to complete.

The Undergraduate Rhetoric and Writing Studies Program at UTEP uses Blackboard. Projects will be submitted and graded through Blackboard.

Topic Proposal for Semester: Students will write a proposal to identify the subject/issue/topic they will be working with for the semester. This will be submitted to, approved, and graded by the instructor. **20 pts.**

Genre Analysis Outline: Students will complete the following activities to prepare them for the Genre Analysis Essay assignment: Choosing your genres; analyzing specialized genres; and analysis outline assignment. **60 pts.**

Genre Analysis: Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. This will be submitted (rough and final drafts) to, and graded by, the instructor. **100 pts.**

Research Proposal Outline: As part of this assignment you must generate 3-4 research questions and begin to find sources for the Literature Review/Research Report. Students will complete Activities 1-4 for Literature Review. 40 points.

Literature Review / Primary Research Report: Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. This will be submitted (rough and final drafts) to, and graded by, the instructor. **200 pts.**

Advanced Visual Argument Outline Activities: Students will submit an outline to show the persuasive purpose and argumentative structure for the project. Complete the persuasive purpose worksheet, the developing reasons for advocacy, and gathering evidence to support reasons.] **30 pts.**

Advanced Visual Argument: 200 pts.
Option1: Documentary
Option 2: Advocacy Website w/ Online Opinion Piece
Option 3: Research Poster

E-Portfolio Reflection Website/Blog: Students will create, design, and maintain an academic profile in the form of an e-portfolio website that includes their semester's work for the topic of their literature review/primary research report. Students should copy and paste the link on a Word Document. This will be submitted to, and graded by, the instructor. **100 pts.**

Class Presentation: Students will present their documentaries to the class. The instructor will grade this presentation. **50 pts.**

Participation in Class: Because this is a hybrid class, participation in-class **and** online is mandatory. The activities included in this category ensure that students learn the material and help them to compose effective projects. This score will include, attendance, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. **200 pts.**

        Reading Responses: Students will be required to write a 250 word (minimum) response on their individual website blog that reflects on a particular topic or prompt for the week. **10 pts each.**

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. **20 pts each.**

Attendance: 10 pts.

Extra Credit: Students have the option of earning extra credit by visiting the University Writing Center and turning in the appropriate documentation. 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 and saved as a .doc file. They 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.

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.

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

Rough Drafts: Part of the participation grade will include the submission of rough drafts. In order to get the most useful feedback, rough drafts should be completed projects. They must also be submitted before or on the due date. The first two assignments (genre analysis and literature review/primary research report) both require rough draft submissions.

Rough Draft Feedback: On the rough drafts, students will receive marginal comments as well as comments at the end of the project. The purpose of this feedback is:

1. To be sure that the project is on the right track: that it meets the requirements of the assignment.
2. To comment on the "big issues." Students will receive comments based on the most important elements of the assignment. Addressing these concerns should help students write a more effective project. The comments will NOT focus on grammar and such—so it is a good idea to get additional help from instructors and the Writing Center for this.

Participation/Attendance: Because this is a hybrid course, attendance is determined by class participation both in class and online. Students must be prepared, participate in online discussions, and attend the face-to-face class consistently to understand and incorporate the rhetorical strategies and processes used to complete the projects. Participation is worth 20 percent of the final grade.

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 1302: 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 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 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 (for example "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 officially admitted to the university. Any questions or problems can be directed to the **Helpdesk at 747-5257.**

Course Delivery of Course:

All the course content 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*: http://catalog.utep.edu/undergrad/academic-regulations/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.

➢ 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 Fridays at 11:59 p.m.
➢ 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.

Nature of and Time Spent on Course:

RWS 1302 intends to help students develop a wide variety of strategies for communicating in a variety of media. To succeed in this course requires dedication and focus.

Students should allocate sufficient time for the class projects and work. The general rule for all classes is that students spend two hours working outside of class for each class credit. Because this is a 3-hour class, expect to spend 6 hours doing researching and writing each week. However, remember that the class only meets with the instructor and classmates for 1.5 hours a week. Therefore, add the additional 1.5 hours to the 6 for a total of 7.5 hours. During some weeks students may work more; some weeks they may work less. However, keep this average in mind.

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. (http://academics.utep.edu/Default.aspx?tabid=54418)

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 for 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:

August 22	**First day of class**
August 22-25	**Late Registration**
September 5	**Labor Day Holiday—University Closed**

September 7	Census Day
TBA	Freshmen mid-term grades due
October 28	Withdraw course drop deadline
November 24-25	Thanksgiving Holiday—University Closed
December 1	Last day of classes and complete withdrawal from the University
December 2	Dead Day
December 6	Showcase (Tuesday) (during mid-morning-exact times TBA)
December 5-9	Final Exams *Check the UTEP finals week calendar for exact dates for your course*
December 14	Grades are due in Goldmine

Weekly Schedule (Subject to change)

WIT Reader = *Writing in Transit*. Denise. K. Comer. (2015). Southlake, TX: Fountainhead Press. ISBN:978-1-59871-803-4.
 (Hardcopy textbook);
RWS Handbook= *The Undergraduate Rhetoric and Writing Studies Handbook (e-book)*

Calendar

All major assignments will be submitted to Blackboard. See your course calendar for exact due dates. The due date is ALWAYS Friday at 11:59 P.M.

Calendar	Assignments	Readings/Homework	Notes
Week One Aug 25	Introduction to class, review of syllabus, introduction of the E-Portfolio Project. *Topic Proposal for Semester*	WIT Reader= Ch. 1: Writing Transfer RWS Handbook= Ch. 5: Intro and Assignment 1 **Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard:** http://guides.library.harvard.edu/sixreadinghabits	**First Day of class**

Week Two Sep 1	Begin discussion on topic for the semester and Genre Analysis. ***Genre Analysis Outline***	WIT Reader= Ch. 2: Research and Writing as a Process RWS Handbook= Ch. 5: Assignment 2 Overview and Guidelines *Luders, M., Pritz, L., & Rasmussen, T. (2010). Emerging personal media genres.* *New Media & Society, 12(6), 947-963.*	
Week Three Sep 8	Genre Analysis draft continued	WIT Reader= Ch. 7: Analysis RWS Handbook=Ch. 5: Assignment 2, Student Models	**Census Day**
Week Four Sep 15	**Genre Analysis draft due.** Genre Analysis draft returned. Be sure to check Blackboard for comments.	WIT Reader=Ch.2: Research and Writing as a Process RWS Handbook= Ch. 5: Assignment 2, Drafting and Putting It Together	
Week Five Sep 22	Begin Literature Review Research Report. **Begin: Research Proposal Outline**	WIT Reader= Ch. 3: Posing Meaningful Questions RWS Handbook= Ch. 5, Assignment 3 Overview and Assignment Guidelines. Stork, David. "How to Ask Good Questions." *TEDx*. YouTube. 25 April 2013. 7 Nov. 2015. https://www.youtube.com/watch?v=PkcHstP6Hto. Driscoll, Dana Lynn, and Allen Brizee. "Evaluating Sources: Overview." *The Purdue Online Writing Center*. Purdue University. 22 Feb. 2013. Web. https://owl.english.purdue.edu/owl/resource/553/01/.	
Week Six Sep 29	**Genre Analysis final due.** ***Research Proposal Outline*** due.	WIT Reader= Ch. 4: Reading RWS Handbook= Ch. 5, Assignment 3, Student Models **Duke Writing Studio: Short Guides for Writing in the Specific Disciplines. (http://twp.duke.edu/twp-writing-studio/resources/writing-for-specific-disciplines)**	

		A Rhetorical Precis: http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html	
Week Seven Oct 6	Literature Review Research Report continued	WIT Reader= Ch. 5 &6 Summary and Synthesis RWS Handbook= Ch. 3, Research, Library, and Technology Photinos, Christine. "Synthesizing Your Research Findings." *Writing Commons Open Text*. Writing Commons. n.d. Web. 3 Nov. 2015. http://writingcommons.org/index.php/open-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/1030-synthesizing-your-research-findings .	
Week Eight Oct 13	**Literature Review Research Report draft due.**	WIT Reader=Ch. 11: Choosing and Integrating Evidence RWS Handbook= Ch. 5, Assignment 3, Drafting and Putting Together the Lit. Review.	
Week Nine Oct 20	Literature Review / Primary Research draft returned to students	WIT Reader=Ch. 12: Citing Sources.	
Week Ten Oct 27	Revision of Literature Review/Primary Research **Begin: Advanced Visual Argument (Decide what option to complete)**	RWS Handbook= Ch. 2, Revision	

Week Eleven Nov 3	**Literature Review / Primary Research Report final due.** *Advanced Visual Argument Outline Activities*	WIT Reader= Ch. 10: Designing Arguments: Formats and Modalities RWS Handbook= Ch. 5, Assignment 4, Overview and Guidelines	
Week Twelve Nov 10	*Advanced Visual Argument*	WIT Reader= Ch. 8: Framing Arguments RWS Handbook: Ch. 6, Sharing the Grade *Yancey, K. (2004). Made not only in words: Writing in a new key." CCC 56(2), 297-328.* Jacobs, Gloria E. "Developing Multimodal Academic Literacies among College Freshmen." *Journal of Media Literacy Education* 4.3 (2012): 244–55. Web. 1 Nov. 2015.	
Week Thirteen Nov 17	Begin discussion of Presentation.	WIT Reader= Ch. 9: Constructing Arguments RWS Handbook= Ch. 5, Assignment 5, Presenting the Visual Argument *Otoshi, J. & Heffernan, N. (2008). Factors predicting effective oral presentations in EFL classrooms. Asian EFL Journal, 10(1), 65-78.*	
Week Fourteen Nov 24	**Advanced Visual Argument Due**		
Week Fifteen	Presentations.		**Last Day of Class;** **Dead Day**

Dec 1	Last Day of Class Dead Day		
Week Sixteen	***E-Portfolio Reflection Website/Blog*** **Finals week (include these to the calendar)**		**Showcase:** **Finals Week**

Check the UTEP finals week calendar for exact dates for your course