

Rhetoric and Writing Studies RWS 1302

CRN: 23456

In spring 2021, all sections of RWS 1302 are 100% online

Instructor Information:

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Online Office Hours:

Office hours will be held online via Blackboard Zoom on Mondays and Wednesdays 2-5. I will post a recurring link on our Blackboard page that you can use for this class. I am also available at other days and times by appointment. Don't hesitate to reach out! You can join at this link: <https://utep-edu.zoom.us/j/82740125721?pwd=YUdRZVJDYURRVnN2RDZBWi9Pd0Q5QT09>

Program Overview

At UTEP, the First-Year Composition (FYC) program in the English department offers two first-year courses that are typically taken as a sequence, RWS 1301—Rhetoric and Composition I and RWS 1302—Rhetoric and Composition II. These courses are intended to help students develop their rhetorical and writing knowledge and skills within these five knowledge domains: writing process knowledge, subject matter knowledge, rhetorical knowledge, genre knowledge, and discourse community knowledge. Therefore, we teach writing as a complex activity through which students are given guidance and often collaborate. Drawing on the rich scholarship of Rhetoric and Writing Studies, we have designed our courses to help students address the challenges of 21st century composing. In these courses, students are empowered to determine the most effective strategies, arrangements, and media to use in different rhetorical contexts.

In spring 2021, all sections of RWS 1301 and 1302 will be taught online. Regardless of the delivery system, the FYC program reminds students that the primary purpose of these classes are the learning and practice of writing. The Conference on College Composition and Communication together with the Council of Writing Program Administrators state:

Writing classes teach writing: Principally, writing classes foreground writing itself as a complex, distributed activity premised upon sociality and community formation, processes and materials, flexibility, and ethical communication. Writing classes may involve participants in purposeful interpersonal interactions (discussions and conversations), writing-related activities (peer review, studying features in model texts), and interpreting texts (making meaning individually or together with others); however, the activity of writing itself continues to be central to what a writing class sponsors.

CCCC and CWPA Joint Statement in Response to the COVID-19 Pandemic

RWS 1301 & 1302 Learning Outcomes

At the end of these FYC courses, students will be able to:

Critical thinking and reading

- Think, read, and write analytically and reflectively
- Address specific, immediate rhetorical situations and their effects on individuals and communities
- Read a diverse range of texts and apply these texts to different audiences, contexts, and situations.

Composing practices

- Read and compose in several genres to understand how genre conversations shape and are shaped by readers' and writers' practices and purposes
- Develop composing processes appropriate to writing style, audience, and assignment
- Use composing processes and tools as a means to discover and reconsider ideas, generate writing, and make meaning
- Engage with a community of writers who dialogue across texts, argue, and build on each other's work
- Develop writing projects through multiple drafts by learning flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Give, receive, and act on productive feedback from peers and instructors to work in progress

Research

- Learn to formulate research questions, methods for research, and analyze and synthesize material
- Develop 21st century technological literacies and modalities needed for researching and composing
- Locate and evaluate primary and secondary materials, such as: journal articles and essays, books, scholarly and professionally established and maintained databases and archives, and informal electronic networks and internet sources.
- Learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material)
- Apply research to various genres and cite sources in American Psychological Association Style (APA) or Modern Language Association Style (MLA)

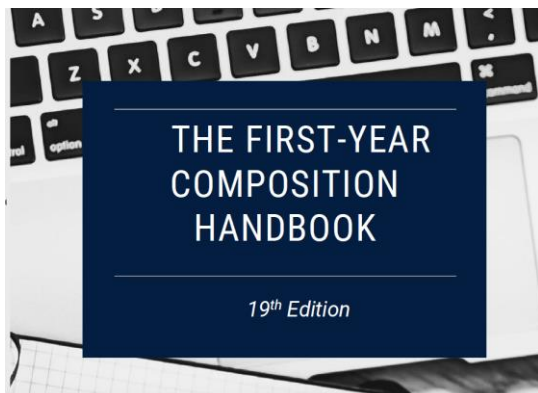
Assessment

- Use reflective learning strategies to self-assess and understand one's processes and products
- Collaborate
- Integrate and act on critical feedback from peers and instructors
- Understand and examine critically the reasons behind writing conventions in fields and disciplines

Rhetoric & Composition 1 (RWS 1302) Course Description

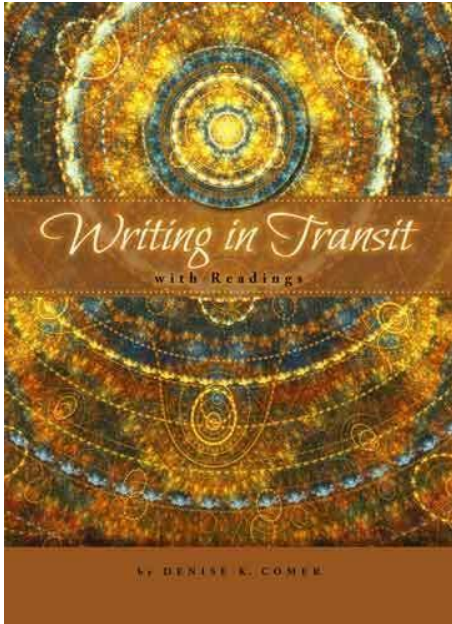
Rhetoric & Composition 2 (RWS 1302) aims to develop your critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on awareness of and appreciation for discourse communities as well as knowledge 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. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.

Required Texts & Materials



Bossie, R., & LaPrade, P. (2019). *The First-Year Composition Handbook, 19th ed.*

An e-book available through the UTEP Bookstore.



Comer, D. K. (2017). *Writing in Transit, 2nd ed.*

Southlake, TX: Fountainhead Press.

ISBN:978-1-68036-636-5.

Available at the UTEP Bookstore.

Additional required readings may also be posted on Blackboard.

Course Assignments and Grading

This section consists of an overview of assignments. The icons relate to relevant UTEP Edge learning outcomes. Specific assignment guidelines can be found in the *Handbook*. Further instructions are posted on the Blackboard course content.

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. **50**

points

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. **20 points**



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. **20 points**



Annotated Bibliography: As part of this assignment you must generate a bibliography with summary information and relevance to each other/topic based on your sources for the Literature Review/Research Report. Students will complete Activities 1-6 for Literature Review. **20 points.**



Primary Research Outline: As part of this assignment you must generate a document that will outline primary research options and plan for the Literature Review/Research Report. Students will complete Activities 1-6 for Literature Review. **20 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 points.**



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.] **20 pts.**

Advanced Visual Argument: 200 pts.

Option1: Documentary Film



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



Advocacy Website: Students will create, design, and maintain an academic profile in the form of an advocacy website that includes an opinion piece on their topic.

Option 1: Advocacy Website w/ Online Opinion Piece. **100 pts.**



Participation in Class: 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 write a response based on the assigned readings. These responses should be at least 250 words with proper grammar and should be Microsoft word documents, responses that are too short or the wrong type of document will not be graded (mostly because I won't be able to open anything besides word!) There will be prompts based on the readings for the class and can be found in the class calendar. **10 responses x 10 points each, 100 points total.**

Class Discussions: Due to the global pandemic, our class cannot meet physically. However, we can meet digitally. There will be various class discussion posts that will be on blackboard. These posts will be the same as if we were to meet and talk in class; posing questions, responding to commentary, and having a conversation. Each discussion post should be at least 250 words and each student is expected to reply to at least two (2) other classmates. **100 points total.**

Extra Credit: Visiting the UWC can earn students extra credit points! Once per assignment (excluding reading responses/discussions), a student can earn 10 points extra credit by visiting the writing center. Refer to the University Writing Center section in the syllabus on how to set up a visit.

Students have the option of earning extra credit if they attend a UTEP sponsored event or another approved event. Rhetoric is not just written words but spoken words as well. Even though we are going through a pandemic and UTEP is a restricted campus at this time, there are various web-based lectures that can be delivered through new technologies and mediums. 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 or below = F

Online Course Delivery

Course Delivery:

In spring 2021, RWS 1302 will be held fully online. Some classes will meet synchronously, meaning that there will be virtual class sessions on video (Zoom, Blackboard Collaborate, or MS Teams), while others will meet asynchronously through Blackboard. The course is designed to engage students through discussions with your classmates and instructor through Blackboard (Bb), UTEP's Learning Management System (LMS). The course will rely extensively on Blackboard, though your individual instructor may supplement it by incorporating other platforms and various media. In order to succeed in the course, you will need to have regular use of the internet and a stable connection. Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer. If you don't have a computer or reliable internet at home, the university can help you with resources: [Technology Support - UTEP](#). Please speak with your instructor immediately if you will need assistance. We want you to have the opportunity to succeed in class without concern about access. There are also computers available for you to use in the library on campus.

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

Students can prepare for the course by familiarizing themselves with the “Ready for Online Learning” guides to acclimate to online learning:

- Dispelling the Myths of Taking an Online Class
- Check Your Technology
- Communicating Effectively Online
- Managing Your Time Before It Manages You
- Online Teamwork
- Netiquette Guide for Online Courses

These guides are available on the navigation bar on the Blackboard shell for RWS 1302.

Students can also prepare by taking the Blackboard Student Orientation

<https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html>

Submitting Work: All work will be submitted through the Bb course shell for this class. Since Bb comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA or MLA format unless directed otherwise. Be sure to name each submitted assignment with your name and the title of the assignment.

(For example: jmartinez rhetanalysis draft; jmartinez rhetanalysis final).

Late Work: It is important to submit work before deadlines for full credit and feedback. Major projects submitted to Blackboard will be due on or before Sunday before midnight. The submission link to turn in said assignments will open one (1) week prior to the due date. Generally, late work will NOT be accepted. However, you can appeal for your work to be accepted but keep in mind that appealing does not mean it will be accepted. Successful appeals may have additional requirements or points reduced. *If work is accepted late*, it will also be graded late and, as such, will be given back to you later than work turned in on time.

Revisions:

A student may revise any major assignment. A revised project will be accepted if it meets the following guidelines. Once their original project is graded and returned, they will need to meet with me through a virtual conference and visit the University Writing Center for feedback. The UWC can send me proof of attendance through email. **ANY PROJECTS NOT ORIGINALLY SUBMITTED FOR A GRADE WILL NOT BE ELIGIBLE FOR REVISION.**

Classroom Etiquette and Netiquette

- 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 (whether face-to-face or online), and to surface through discussion board postings. You are expected to demonstrate respect and courtesy for your peers and instructor when they express differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be permitted. Angry displays, whether in writing, online postings, or in class discussions will be handled as disruptions to the wellbeing of the class and responded to as negative participation.
- As a general rule: always consider audience, in class and online. As Virginia Shea writes in *Netiquette*, the first, or “golden,” rule of online practice is to “Remember the human.” Remember that members of the class and the instructor will be reading your 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 your RWS classmates and instructor 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).

University and Program Policies

FYC Class Attendance Policy

According to UTEP’s [Curriculum and Classroom Policies](#):

The student is expected to attend all classes and laboratory sessions. 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 or with a grade of F after the course-drop deadline.

Please consult UTEP’s [Curriculum and Classroom Policies](#) for more information regarding Excused Absences for University-Recognized Activities, Absence for Religious Holy Days, and Military Leave

Attendance is mandatory for all freshman-level courses. Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help students learn to improve their writing, often through the discussion of a sample student project (sometimes the student’s, sometimes one written by a classmate).

In addition, the First-Year Composition Program has developed the following policies that should be adhered to strictly by all instructors:

For Online courses

In an online class, attendance is measured by participation in class activities. The attendance policy for online courses aligns with the structure for face-to-face courses, with each missed week of class activities constituting absence from a week of class.

The instructor can measure participation through various pathways, such as completion of scaffolded activities and discussion posts, and responding to other students' posts and feedback. We also recommend measuring course activity by using the Course Reports feature on Blackboard, particularly the Course Activity Overview.

When it becomes evident that it is not possible to participate in class, the program recommends that the student contact the instructor to discuss the attendance policy and how it applies, before resuming robust participation in class activities.

Drop Policy

If you cannot complete this course for whatever reason, please contact your instructor. Your instructor can help you with the drop process and you can contact the Registrar's Office. If you do not drop, you are at risk of being dropped by the instructor and possibly receiving an "F" for the course.

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 Student Conduct and Conflict Resolution](#) page for more information on Academic integrity.

Accommodations

UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu.

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.

Please note that in fall 2020 the UWC will be operating fully online. Go to [University Writing Center - UTEP](#) to make an appointment with a writing center consultant.

There are now two options students can take advantage of:

- 1) **Synchronous online assistance** – students can go to our website (utep.edu/uwc) and use the link to log into Blackboard Collaborate. No Appointment Needed! We will review your paper with you live online! Visit our website for current hours and availability of Synchronous Sessions.
- 2) **Email us your paper** – go to our website (utep.edu/uwc) and choose the Email option. You can email your paper to us any time. We will review it during our next open hours of operation and return it to you with suggested revisions. There may be up to a 72-hour turnaround for emailed papers, so plan ahead.

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 Spring 2021 Semester

Jan 18th	<i>Dr. Martin Luther King, Jr. Holiday – University Closed</i>
Jan 19th	Spring classes begin
Jan 19th–22nd	<i>Late Registration (Fees are incurred)</i>
Feb 3rd	Spring Census Day <i>Note: This is the last day to register for classes. If payment is not received by this day, students will be dropped.</i>
Feb 15th	20 th Class Day

Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.

Feb 19th *Graduation application deadline for degree conferral*

Mar 21st *Midterm Spring 2021 Grades Due*

Mar 15-19th *Spring Break*

Mar 26th *Cesar Chavez Holiday – no classes*

Apr 1st *Spring Drop/Withdrawal Deadline*

Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.

Apr 2nd *Spring Study Day*

Apr 16th *Deadline to submit candidates' names for degree conferral*

May 6th *Spring – Last day of classes*

May 7th *Dead day*

May 10-14th *Spring Final Exams*

Course Schedule

Your instructor will provide you with a course schedule specific to your class.