

RWS 1301: Rhetoric and Writing Studies

CRN: 15924

TIME/DAYS: TUESDAYS/THURSDAYS

PLACE: UGLC 230

INSTRUCTOR: MARIA ISELA MAIER

E-MAIL: BLACKBOARD EMAIL OR
MMAIER@UTEP.EDU

PHONE:

OFFICE HOURS: TUESDAYS AND THURSDAY 3P-
4:15POFFICE LOCATION: THE WRITING CENTER 227, IN
THE LIBRARY**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

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://eng1301-knous.wikispaces.com/file/view/Swales-11.pdf>)

NFG: Ch. 5-7

HANDBOOK Ch. 4, Assignment 2; Ch. 2]

Assignment #3: Choosing a Topic for the Semester (as part of the participation 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 4; 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 & Writing, 19(2), 191-204.*

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 6]

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]

Participation in Class and Online. (200 points)
 InQuizitive / Norton Program in Blackboard (100 points)

(This syllabus only provides an overview of assignments for the class – specific assignment sheets will be discussed in class and posted on Blackboard.)

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.

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 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.
- Disruptive behavior is NOT ALLOWED. If I see any disruptive behavior, I will ask you to leave the classroom and you will be marked as absent.
- You will need to bring your textbooks – or have access to a digital copy of the textbook – to every class period. Textbooks are mandatory.

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 in front of you to complete successfully your composition courses.

- Roll will be taken daily. Please notify the instructor of any illness or crisis which may result in absences; document your absence whenever possible. Students may be dropped after four unexcused absences.
- Tardiness: Habitual tardiness and/or habitual early departures from class may affect your final grade. Four (4) tardies equals one (1) absence.
- 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.

Communicating with the instructor:

- Please feel free to consult with me through Blackboard at any time during the semester or come see me during my office hours with any concerns you may have about your class performance. If at any time you begin to feel lost, don't just disappear.
- I will send out an announcement via Blackboard if there are any changes to the calendar or class.
- I recommend checking Blackboard and your UTEP email (or preferred email) account daily.

Late Work/Submitting assignments/Participation

- 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 on time in order to pass this class.
- In-class work cannot be “made” up.
- Assignments submitted more than one day late will not be acceptable to the instructor for credit. Once again, late work will not be accepted.
- However, if there is an extenuating circumstance that is preventing you from submitting work on time, please notify me in person or via email well before the due date. Otherwise, any assignment submitted late will not be accepted.
- Be sure to submit all major assignments in order to pass this class; a zero can adversely affect enrollment.
- Do not submit your assignments via email; they will NOT be graded.
- All assignments will be submitted through Blackboard.
- If there are technological issues with Blackboard, WAIT until Blackboard is up before submitting your assignment. Your assignment will not be counted as late if it is a system-wide problem.

- All major assignments are due on Sundays by 11:59 p.m.
- All students are expected to participate in peer review workshops. If you refuse to participate in peer review (this includes being unprepared for it), you will be asked to leave and be marked as absent.
- 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.
- On average, assignments will be graded within two weeks of the due date.

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>). 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.

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.

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	<u>Showcase</u> (Tuesday) (during mid-morning-exact times TBA)

December 5-9
December 14

Final Exams [Check the UTEP finals week calendar for exact dates for your course](#)
Grades are due in Goldmine

Weekly Schedule (This calendar is subject to change)

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

Week	Tuesday	Thursday	Due
Week 1 Class Introduction	<u>8/23</u> <ul style="list-style-type: none"> • Review syllabus • Introductions • Blackboard overview • Introduce E-Portfolio Project • Syllabus Quiz 1- on Bb 	<u>8/25</u> <ul style="list-style-type: none"> • E-Portfolio Workshop • Read - Handbook: Ch. 1 & Ch. 4, Intro and Assignment 1 • Read: Sherry, Mary "In Praise of the F Word" (in class) • Read: "What Makes Good Writing" • Read: "The Writing Process" • Read: NFG - Ch. 32-Compiling a Portfolio pp. 318-320. 	RWS- 1301 Quiz 1 - Syllabus (submit in Blackboard) REFLECTION BLOG 1 All due by: Sunday, 8/28 , before midnight
Week 2 Discourse Map 8/30 & 9/1	<u>8/30</u> <ul style="list-style-type: none"> • Read: Handbook – Assignment 2 (Option 2); Ch. 2 • Read: Swales, John. "The Concept of Discourse Community." • Introduce Discourse Community Map Assignment • Discuss Inquisitive 	<u>9/1</u> <ul style="list-style-type: none"> • E-Portfolio Shell/Link (Please have shell ready to show in class) • Read: Kain, D. and Wardle, E. "Activity Theory" • YouTube video: Discourse Communities • NFG: Ch. 5-7- Rhetorical Situations • Group Contract due in class 	Inquisitive Quizzing Tool Open – from 8/30-9/18
Week 3 Prewriting / Invention	<u>9/6</u> <ul style="list-style-type: none"> • Read: NFG- Ch. 5, Ch. 5, Ch. 6, & Ch. 7 • Discourse Community Map Workshop 	<u>9/8</u> <ul style="list-style-type: none"> • Discourse Community Map Presentations 	Discourse Community Discourse Map due REFLECTION BLOG 2 All due: Sunday, 9/11 (Submit through Blackboard before midnight)

Week	Tuesday	Thursday	Due
Week 4 Semester Topic	<u>9/13</u> <ul style="list-style-type: none"> • Read: NFG -Ch. 10 (p. 84-86 Only) & Ch. 20 • Read: Handbook: Assignment 3 • Introduce Semester Topic Proposal • Semester Topic Proposal Workshop 	<u>9/15</u> <ul style="list-style-type: none"> • Semester Topic Proposal in class conferences 	Semester topic proposal conference – in class Inquizitive Quizzing Tool due: 9/18 (submit through Blackboard before midnight)
Week 5 Rhetorical Analysis	<u>9/20</u> <ul style="list-style-type: none"> • Read NFG, Ch. 11 • Read: Handbook: Assignment 6 • Discuss Rhetorical Analysis Assignment (Website Analysis) • Writing exercises: Analyzing texts 	<u>9/22</u> <ul style="list-style-type: none"> • Read: NFG, Ch. 16 • YouTube video: The Meaning of Team” – on Bb • Writing exercises: Analyzing texts • Rhetorical Analysis Workshop • Group Contract due in class 	
Week 6 APA/Plagiarism	<u>9/27</u> <ul style="list-style-type: none"> • Read: NFG- Ch. 49, Ch. 50, & Ch. 53 • Writing exercise: APA citation/editing 	<u>9/29</u> <ul style="list-style-type: none"> • NBC Learn: “The Decline of Grammar” – on Bb • NBC Learn: “Why Commas make a difference” – on Bb (Tentative) • Rhetorical Analysis Workshop 	
Week 7 Rhetorical Analysis Presentations	<u>10/4</u> <ul style="list-style-type: none"> • Rhetorical Analysis Presentations 	<u>10/6</u> <ul style="list-style-type: none"> • Rhetorical Analysis Presentations 	Rhetorical Analysis Final Drafts REFLECTION BLOG 3 All due: 10/9 , submit through Blackboard before midnight

Week	Tuesday	Thursday	Due
Week 8 Annotated Bib/Research	<u>10/11</u> <ul style="list-style-type: none"> • Read: NFG – Ch. 3 and Ch. 9 • Read: “Mini Lectures on Sentence Variety” • Discuss Annotated Bibliography Assignment 	<u>10/13</u> Visit from the Librarian	
Week 9 Annotated Bib/Research	<u>10/18</u> <ul style="list-style-type: none"> • Read: NFG- Ch. 3 and Ch. 9 • Read: “Mini Lecture on Sentence Errors” • Writing exercise: Annotated bib • E-Portfolio Workshop 	<u>10/20</u> Read “Spelling, Punctuation, and Capitalization” <ul style="list-style-type: none"> • Annotated Bibliography Workshop 	Annotated Bibliography final draft REFLECTION BLOG 4 All due: Sunday, 10/23 , before midnight
Week 10 Community Problem Report	<u>10/25</u> <ul style="list-style-type: none"> • Read: NFG- Ch. 13 • Read: Handbook, Assignment 4 • Discuss Community Problem Report Assignment 	<u>10/27</u> <ul style="list-style-type: none"> • Read: NFG- Ch. 34 • Read: NFG- Ch. 36 • Community Problem Report Workshop 	(Oct. 28- Course Drop Deadline)
Week 11 Community Problem Report	<u>11/1</u> <ul style="list-style-type: none"> • Read: “Editing for Consistency” • Read: “Mini Lecture on Wordiness” • Read: “Mini Lecture: Guidelines to Getting Rid of Wordiness” • Peer Review: Community Problem Report 	<u>11/3</u> <ul style="list-style-type: none"> • Community Problem Report Workshop 	
Week 12 Community Problem Report	<u>11/8</u> Community Problem Report Presentations	<u>11/10</u> <ul style="list-style-type: none"> • Community Problem Report Presentations 	Community Problem-Report Final REFLECTION BLOG 5 All due: Sunday, 11/13 , submit through Blackboard before midnight

Week	Tuesday	Thursday	Due
Week 13 Visual Argument (PSA)	<u>11/15</u> <ul style="list-style-type: none"> • Read: NFG – Ch. 58 • Read: Handbook, Assignment 7 • Introduce Visual Argument Assignment • Visual Argument proposal • Movie Maker Workshop 	<u>11/17</u> <ul style="list-style-type: none"> • IMovie Workshop 	
Week 14 Visual Argument	<u>11/22</u> <ul style="list-style-type: none"> • Visual Argument Workshop 	<u>11/24</u> <p style="text-align: center;">No Class – Thanksgiving Holiday</p>	Visual Argument – PSA Final Draft REFLECTION BLOG 6 All due: Sunday, 11/27 , submit through Blackboard before midnight Be prepared to present
Week 15 Visual Argument Presentations	<u>11/29</u> Visual Argument Presentations	<u>12/1</u> <ul style="list-style-type: none"> • Visual Argument Presentations • Last Day of Class 	E-Portfolio Due: 12/9
Week 16	9/5-9 Finals Week		

Note: The Visual Argument Project should be completed no later than **November 28, 2016** so that instructors can forward projects for the Student Showcase.