

## Rhetoric and Writing Studies RWS 1301

CRN: 14372

Meeting Times/Days: MW 1:30-2:50

Place: UGLC Room 230

**Instructor Information: Maria Isela Maier**

Email: [mmaier@utep.edu](mailto:mmaier@utep.edu) and Blackboard email (preferred)

Office and Hours: Worrell Hall 309; MW 10:30-12:30 and TTh 10:30-11:30; also available by appointment

### *Course Description*

The goal of RWS 1301 is to develop students' critical thinking skills in order to facilitate effective communication in educational, professional, and social contexts. 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. It is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. 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

### *Learning Outcomes*

At the end of this course, students will:

- 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.

This course is also designed to promote your overall success, inside and outside the classroom. Our coursework will help you to improve in key areas such as Communication, Confidence, Critical Thinking, Leadership, Problem Solving, Social Responsibility and Teamwork. To find out more about the university's plan to improve student engagement and learning, visit the [UTEP Edge](#).



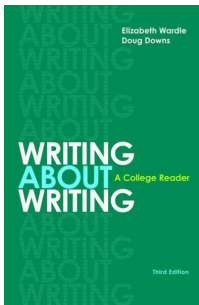
## Required Texts & Materials



Fourzan, J (2018). *The first-year composition handbook, 18<sup>th</sup> ed.*

(An e-book available through the bookstore or through the publisher Follet/VitalSource.)

**ISBN: 978-0-692-75953-0**



Wardle, E. and Downs, D. (2016). *Writing about writing: A college reader, 3<sup>rd</sup> ed.* Bedford/St. Martins.

**ISBN-13: 9781319032760**

**Additional readings may also be posted on Blackboard.**

The next section is 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***

### **Assignment #1: (100 pts.)**

#### **Option 1: E-portfolio Website/Blog**

Maintain a reflection blog and develop an E-Portfolio

#### **Option 2: Pre-Professional E-Portfolio**

Begin development of a professional website

### **Assignment #2: (100 points)**

#### **Option 2: Discourse Community Map**

### **Assignment #3:**

**Choosing a Topic for the Semester** (as part of the participation points)

### **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)

### **Assignment #5: Annotated Bibliography (100 points)**

### **Assignment #6: Global Issues Report (100 pts)**

**Option 1:** Global Issues Report

### **Assignment #7: Visual Argument (150 points)**

Public Service Announcement

### **Assignment #8: Visual Argument Presentation (50 points)**

**Participation in Class and Online.** Class Participation/Attendance and other work as assigned by the instructor.

**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

## ***University and Instructor Policies***

This course is designed to engage you through discussions in class and on Bb. I hope you actively participate in this course because I have found it is the best way to engage you in learning.

**Course Delivery:**

This course uses extensively the online learning platform Blackboard. All of the supplementary material for the class will be delivered via Blackboard. It is strongly recommended that you 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 (<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 affect your ability to turn in assignments on time.

**Submitting Work:**

- All work will be submitted through our Bb course shell. Since Bb comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA format unless directed otherwise. Microsoft Word is available to students at all campus computers and through the Cloud.
- **Do not** submit your assignments via email (my personal email); they will NOT be graded.
- In-class work cannot be “made” up.

**Due Dates for Major Assignments:**

- All major assignments will be due on **Fridays** before midnight (unless otherwise noted in the syllabus)
- Be sure to submit all major assignments in order to pass this class; a zero can adversely affect enrollment. 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.

**Late Work:**

- It is important to submit work before deadlines for full credit and feedback.  
Late work (or excuses) will not be accepted. If necessary, you may turn in work early. In the event of a major emergency that causes you to fall behind in this class, I will accept make-up work, but you need to notify me and communicate with me. 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.
- 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.

**Classroom Etiquette:**

- Electronic devices can be very helpful in the classroom whether a smartphone, tablet, or computer. However, if their use does not contribute to the conversation or tasks in the

classroom then I have the right to ask you to put it away or turn it off, even if it is a personal device. You may use smart phones, iPads, e-readers and laptops to access course material in class, but there will be absolutely no texting, checking email, typing assignments, or surfing the web during class.

- 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.
- 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, and to surface through our social media activity. You are expected to demonstrate the utmost respect and courtesy for your peers with differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be tolerated.
- As a general rule: always consider audience, in class and online. Remember that members of the class and the instructor will be reading any 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 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).
- 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.
- Do not disrupt class to charge your electronic devices. This includes coming to the front of the room to plug-in or check your electronic device while discussion is occurring.
- Absolutely no food or drinks in this classroom.
- 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.

#### 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.

(For further information regarding excused absences refer to UTEP's Catalog [Curriculum and Classroom Policies](#). You 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).

- Roll will be taken daily. Please notify the instructor of any illness or crisis which may result in absences. Students may be dropped after **four (4)** unexcused absences.
- Tardiness: Habitual tardiness and/or habitual early departures from class may affect your final grade. Four (4) tardies equals one (1) absence.
- If you chose to attend class, make sure you are on time, prepared and ready to participate. If you are habitually tardy, regularly leave class early, fall asleep, do not read and bring materials, cause disruptions, or do not engage in class discussion and activities, then you will be asked to leave the classroom and will not be welcomed back until the issue is discussed and resolved during a face-to-face meeting during office hours. This will affect your attendance and participation points.
- Though punctuality is appreciated, if you must be late, please enter the room courteously and quietly. If you can see/here that someone is presenting, please wait outside until the presentation is over so as not to disrupt the class and affect the presenter. Try to be on time to all class meetings.

#### **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.

#### **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 Dean of Students](#) page for more information on Academic integrity.

**Accommodations:** Your success in this class is important. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll

develop strategies to meet both your needs and the requirements of the course. I also encourage you to visit the Center for Accommodations and Support Services (CASS) in room 106, Union East Building or contact them at 747-5148 or [cass@utep.edu](mailto:cass@utep.edu). If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Counseling Center, Military Student Success Center and Academic Advising Center.

**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, I encourage you to visit the writing center at least 12 hours before the assignment is due.

### **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 this Semester:**

Aug. 27	First day of class
Aug. 27 - 30	Late Registration
Sept. 3	Labor Day Holiday
Sept. 12	Census Day – Drop students who have not come to class
<b>March 22</b>	<b>Freshmen mid-term grades due</b>
Nov. 2	Drop Date, last day to drop a student with a W deadline
Nov. 22 - 23	Thanksgiving Holiday
Dec. 6	Last day of classes and complete withdrawal from the University
Dec. 7	Dead Day, day between last class day and start of finals, no class
Dec. 10 - 14	Final Exams Check the UTEP finals week calendar for your course
<b>Dec. 18</b>	Instructor Submits Final Grades

**Please make note of office hours and email, and reach out to me if you need to. I look forward to guiding your learning this semester!**

**Calendar** (*This calendar is subject to change. Attend class and check Blackboard to confirm due dates*)

WAW: Writing about Writing; HANDBOOK: The First-Year Composition Handbook; Bb: Blackboard; RJ: Reading Journals

Week/Topic	Monday	Wednesday	Due
<b>Week 1:</b>  Introductions	<u>Aug. 27</u> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Review Syllabus &amp; Blackboard</li> <li>• Introduce E-portfolio</li> <li>• Introduce Literacy Narrative</li> <li>• Read-HANDBOOK Ch. 1 &amp; 4, Intro and <b>Assign. #1 Option A</b>, p. 92</li> </ul>	<u>Aug. 29</u> <ul style="list-style-type: none"> <li>• E-portfolio presentation</li> <li>• Read - WAW: "Introduction to Conversation"; "Only Daughter, p. 101"</li> <li>• Read-Bb: "Mother Tongue"; "How to Tame a Wild Tongue" and "Superman and Me"</li> </ul>	<b>Syllabus Quiz</b>  <b>E-portfolio link</b>  Due Friday, Aug. 31, before midnight
<b>Week 2</b>  Discourse Community (DC)	<u>Sept. 3</u>  NO CLASS  Labor Day	<u>Sept. 5</u> <ul style="list-style-type: none"> <li>• Read-HANDBOOK Ch. 4, <b>Assign. #2 Option B</b>, p. 117; Ch 2</li> <li>• Read – Bb: "The Concept of Discourse Communities" (RJ1)</li> <li>• Read – WAW: "Activity Theory: An Introduction to the Writing Classroom, p. 395"</li> <li>• Discourse Community Workshop</li> </ul>	<b>Reflection Blog 1</b>  Due Friday, Sept. 7, before midnight
<b>Week 3:</b>  Discourse Community/Semester Topic	<u>Sept. 10</u> <ul style="list-style-type: none"> <li>• Continue working on DC Map</li> <li>• Introduce Semester Topic Proposal Memo</li> <li>• Read-HANDBOOK: Ch. 4, <b>Assign. #3</b> p. 124</li> </ul>	<u>Sept. 12</u>  Discourse Community Presentations	Discourse Community Map Final Draft  <b>Reflection Blog 2</b>  All due Friday, Sept. 14, before midnight



<p><b>Week 4:</b></p> <p><i>Rhetorical Analysis</i></p>	<p><u>Sept. 17</u></p> <ul style="list-style-type: none"> <li>• Read-HANDBOOK Ch. 4, <b>Assign. #4 Option B</b>, p. 133</li> <li>• Read- WAW: What is Rhetoric? How is meaning constructed in texts? pp. 447-456)</li> </ul>	<p><u>Sept. 19</u></p> <ul style="list-style-type: none"> <li>• Bb - YouTube: Introduction to Ethos, Pathos and Logos</li> <li>• Read-Bb-link part 2: Aristotle and Rhetoric (RJ2)</li> <li>• <i>The Rhetorical Situation</i></li> <li>• Begin Rhetorical Analysis</li> </ul>	
<p><b>Week 5:</b></p> <p><i>Rhetorical Analysis</i></p>	<p><u>Sept. 24</u></p> <ul style="list-style-type: none"> <li>• Semester Topic Proposal memo workshop/topic presentations</li> <li>• Continue working on Rhetorical analysis</li> </ul>	<p><u>Sept. 26</u></p> <ul style="list-style-type: none"> <li>• Discuss Visual Rhetoric</li> <li>• APA Basics</li> <li>• Read- WAW: Revision Strategies of Student Writers", p. 858 (RJ3)</li> </ul>	<p><i>Semester Topic proposal memo</i>  <i>Final Draft <b>due</b> Friday, Sept 28, before midnight</i></p>
<p><b>Week 6:</b></p> <p><i>Rhetorical Analysis/Peer review</i></p>	<p><u>Oct. 1</u></p> <ul style="list-style-type: none"> <li>• Read – WAW: “Rigid Rules, Inflexible Plans, and Stifling of Language”, p. 787 and “Shitty First Drafts”, p. 852</li> </ul>	<p><u>Oct. 3</u></p> <ul style="list-style-type: none"> <li>• Rhetorical Analysis <b>peer</b> review- bring in draft</li> </ul>	<p><i>Rhetorical Analysis Final Draft</i></p> <p><i>Reflection Blog 3</i></p> <p><i><b>All due Friday, October 5, before midnight</b></i></p>
<p><b>Week 7:</b></p> <p><i>Annotated Bib</i></p>	<p><u>Oct. 8</u></p> <ul style="list-style-type: none"> <li>• Read: HANDBOOK Ch. 4, <b>Assign. #5</b> p. 142</li> <li>• Read- WAW: “Helping Students Use Textual Sources Persuasively” p. 579 (RJ4)</li> </ul>	<p><u>Oct. 10</u></p> <ul style="list-style-type: none"> <li>• <b>Library/Research</b></li> <li>• Create 2 (two) annotated entries</li> </ul>	<p><i>2 (two) annotated entries <b>due</b> Friday, Oct. 12</i></p>
<p><b>Week 8:</b></p> <p><i>Annotated Bib</i></p>	<p><u>Oct. 15</u></p> <ul style="list-style-type: none"> <li>• Read-WAW: “Plagiarism: A misplaced Emphasis” (RJ5)</li> <li>• Read: Bb- “It wasn’t me, was it?”</li> <li>• Continue with Annotated bib</li> </ul>	<p><u>Oct. 17</u></p> <ul style="list-style-type: none"> <li>• Annotated Bibliography Workshop</li> </ul>	

<p><b>Week 9:</b></p> <p>Global Issues Report/ Research</p>	<p><u>Oct. 22</u></p> <p>Read-HANDBOOK: Assign. #6 p. 153</p> <p>Read-WAW: "Argument as Conversation" p. 31</p>	<p><u>Oct. 24</u></p> <ul style="list-style-type: none"> <li>• APA Basics</li> <li>• Quoting, paraphrasing and summarizing</li> <li>• Global Issues Report Workshop</li> <li>• Draft outline for GIR</li> </ul>	<p>Annotated Bibliography Final Draft</p> <p>Outline draft due</p> <p><a href="#">Reflection Blog 4</a></p> <p>All due Friday, October 26, before midnight</p>
<p><b>Week 10:</b></p> <p>Global Issues Report</p>	<p><u>Oct. 29</u></p> <ul style="list-style-type: none"> <li>• Global Issues Report student conferences (10 points)</li> </ul>	<p><u>Oct. 31</u></p> <ul style="list-style-type: none"> <li>• Global Issues Report student conferences (10 points)</li> </ul>	<p>(Nov. 2 -Course drop deadline)</p>
<p><b>Week 11:</b></p> <p>Global Issues Report-presentations</p>	<p><u>Nov. 5</u></p> <p>Global Issues Report peer review</p>	<p><u>Nov. 7</u></p> <ul style="list-style-type: none"> <li>• Global Issues Report presentations</li> </ul>	<p>Global Issues Report Final Draft</p> <p><a href="#">Reflection Blog 5</a></p> <p>All due Friday, Nov. 9, before midnight</p>
<p><b>Week 12:</b></p> <p>Visual Argument</p>	<p><u>Nov. 12</u></p> <ul style="list-style-type: none"> <li>• Read-HANDBOOK: Ch. 4, Assign. #7 Option B, p. 167; Ch. 6: Sharing the Grade</li> </ul>	<p><u>Nov. 14</u></p> <ul style="list-style-type: none"> <li>• Visual Argument Proposal</li> <li>• Read-WAW: Multimodal Composition"</li> <li>• Begin storyboard</li> </ul>	<p>Visual Argument Proposal due Friday, Nov. 16, before midnight</p>
<p><b>Week 13:</b></p> <p>Visual Argument</p>	<p><u>Nov. 19</u></p> <ul style="list-style-type: none"> <li>• iMovie presentation</li> <li>• Read-WAW: "Revisualizing the Writing Lives of First-Year College Students" p. 245 (RJ6)</li> </ul>	<p><u>Nov. 21</u></p> <ul style="list-style-type: none"> <li>• Bb-YouTube Video: Same Scene 5 ways</li> <li>• PSA workshop</li> </ul>	
<p><b>Week 14:</b></p> <p>Visual Argument Presentations</p>	<p><u>Nov. 26</u></p> <ul style="list-style-type: none"> <li>• Visual Argument Presentations (Assign. #8, p. 172)</li> </ul>	<p><u>Nov. 28</u></p> <ul style="list-style-type: none"> <li>• Visual Argument Presentation</li> </ul>	<p>Visual Argument PSA (provide link)</p> <p><a href="#">Reflection Blog 6</a></p> <p>All due Friday, Nov.</p>

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<b>Week 15:</b>  E-portfolio Workshop	<u>Dec. 3</u>  E-portfolio Workshop	<u>Dec. 5</u>  E-portfolio Workshop  Work on Reflection Blog 7  <b>Last day of class</b>	<b>Reflection Blog 7</b>  Due Friday, December 7, before midnight
<b>Week 16: Finals</b>  Dec 10-14	<u>Dec. 10</u>	<u>Dec. 12</u>  E-portfolio due on <b>WEDNESDAY</b> before midnight	E-portfolio due: <b>Wednesday, Dec.</b> 12 before midnight

