



Rhetoric and Writing Studies RWS 1301

CRN: 17800

Meeting Times/Days: 6:00pm -7:20pm/ Tuesday & Thursday

Place: Hudspeth 300

Instructor Information: Oscar E. Casas

Email: ocacasas@miners.utep.edu

Phone: 915-747-5731 (English Department)

Office and Hours: Tuesdays 7:30 pm -8:30 pm & Thursdays 3:20pm-4:20pm/ TBA

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:

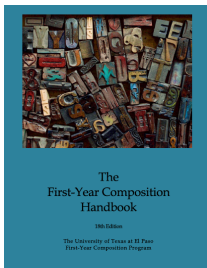
- Understand a theory of discourse communities.
- Engage as a community of writers who dialogue across texts, argue, and build on each other's work.

- 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](#).



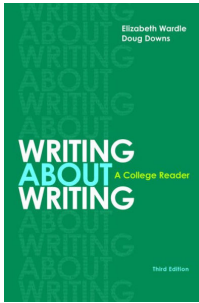
Required Texts & Materials



Fourzan, J (2018). *The first-year composition handbook, 18th 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, 3rd ed.* Bedford/St. Martins.

ISBN-13: 9781319032760

Additional readings may also be posted on Blackboard.

The next section is an overview of the assignments that we will cover in this course. Specific assignment guidelines can be found in the Handbook. I will 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. **Reflective E-Portfolio:** *You will create* an online writing portfolio in which you will reflect on your experiences throughout the semester. **100 points**



Assignment #2: (100 points)

Option 1: Discourse Community Ethnography / Map

Discourse Community Ethnography: You will observe the writing practices of either a course in your prospective major or an organization/business that aligns with your career aspirations in order to better understand the concept of discourse community. You will then analyze specific examples of communication within the group you choose to observe.



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)

Option 3: Website Analysis presentation & response (both text and visual in one assignment, 100 points)

Instructions

Rhetorical Analysis Paper: The goal of a rhetorical analysis is not to analyze what a writer is arguing, but to analyze how the writer is presenting the argument. You will do this by analyzing the use of rhetorical strategies. Using a text related to your community issue or one provided by your instructor, you will compose an objective analysis of the strengths and weaknesses in a writer's use of ethos, logos, and pathos in establishing an argument.

Website Analysis and Group Presentation: For your presentation, you will briefly introduce your website, define its purpose, and define its primary audience. You will then explain the effect each appeal has on its audience using specific examples from the website. This is a collaborative project, so each group member should participate in the presentation equally and cooperatively in order to create a cohesive presentation. Be prepared. Practice your presentation.



Assignment #5 Annotated Bibliography (100 points)

To prepare for the global issues report, you will need to conduct research on your topic. One of the more useful tools for research is the annotated bibliography. An annotated bibliography combines the citations found in the References list at the end of documents in APA format with annotations, or small summaries, about each of the sources. For this assignment, construct an annotated bibliography with sources that help to engage the multiple sides to your community issue or problem that you have selected to focus on for the semester.



Assignment #6 Global Issues Report (100 pts) Option 1: Global Issues Report

This assignment prompts you to connect and discuss community issues and larger, global issues by synthesizing multiple sources into an organized, coherent, written report.



Assignment #7 Visual Argument (150 points)

At this point, you have formally observed, researched, and reported on your discourse community and chosen topic. In this section, you will apply what you have learned thus far to the writing of an original multimodal project suitable for public consumption. T

Option 1: Infograph(ic)

Option 2: Public Service Announcement

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

The purpose of this presentation is to present your Visual Argument to the class. You will gain practice in giving oral presentations, and you will have another chance to revisit the work you have done.

Additionally, the questions and comments from your classmates may give you further insights into your work or your chosen community issue.



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

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

E-portfolio Website/Blog - Maintain a reflection blog and develop an E-Portfolio

Assignment #2: (100 points)

Discourse Community Ethnography

Assignment #3: (as part of the participation points)

Choosing a Topic for the Semester

Assignment #4: (100 points)

Rhetorical Analysis - Website Analysis Presentation

Assignment #5 (100 points)

Annotated Bibliography

Assignment #6 (100 pts)

Global Issues Report

Assignment #7 (150 points)

Visual Argument Infographic

Assignment #8 (50 points)

Visual Argument Presentation

Participation in Class and Online (300 Points)

Class Participation/Attendance and other work as assigned by the instructor

University and Instructor Policies

This course is designed to engage you through discussions in class and 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.

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

Due Dates for Major Assignments: All major assignments will be due on Friday and Sundays before midnight.

Late Work: It is important to submit work before deadlines; **late work will not be accepted.**

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.
- 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).

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).

Since this class meets twice a week, **if you are absent from more than four classes (= two weeks), you will be dropped from the course.** Missing a scheduled conference with the instructor constitutes an absence. Two late arrivals will constitute one absence. All absences count equally, both excused and unexcused, unless they are due to a university-sponsored event.

Course Drop Deadline: Friday, November 2nd* (Week 10)

****Note that you are responsible for contacting me with concerns about your grade prior to the drop deadline.***

- 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 receive an "F." However, in the event of exceptional circumstances, and with the approval of the instructor of the course and the academic dean, a grade of "W" may be obtained. The student is responsible for supplying written documentation to support the request for a "W." Acceptable reasons for a "W" include: personal or family medical emergencies, death of family member, military leave, or an exceptional work schedule that prevents you from completing the course. For information on semester deadlines, see the UTEP Academic Calendar at <http://academics.utep.edu/Default.aspx?tabid=11145>
- 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." With that in mind, be sure to start your college experience on the right track by attending class regularly.

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. 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.

Writing Center Information

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.

Fall 2018 Hours

Monday - Thursday, 9:00 am to 6:00 pm; Friday, 9:00 am to 2:00 pm; Sunday, Noon to 5:00 pm.

Online consultations are available Monday - Thursday, 9:00 am - 6:00 pm; and Friday, 9:00 am - 2:00 pm

Location

Library Building 2nd Floor Room 227

Email: uwctutors@utep.edu

Technical Support

The University of Texas at El Paso offers complete technical information and help desk support at: <http://admin.utep.edu/Default.aspx?tabid=74092>

***This syllabus is subject to change at the instructor's discretion, as is the course schedule. You will be notified, however, of any changes prior to their taking effect. ***

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
March 22	Freshmen mid-term grades due
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
Dec. 19	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!

Weekly Schedule (Provisional -- Subject to change)

Week 1

Tuesday Aug 28th: *Topic: Class Introduction, Review Syllabus, Blackboard and Introduce E-Portfolio Assignment/Reflections.*

Readings: Writing about Writing: 1) "Introduction to the Conversation"; 2) Victor Villanueva, "Excerpt from Bootstraps: From an Academic of Color" HANDBOOK Ch.1 & Ch. 4, Intro and Assignment 1

Thursday Aug 30th : Introduce E- Portfolio/APA workshop

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>)

Week 2

Topic: Discourse Community Assignment

Tuesday September 4th : Discourse Community Lecture / Introduction to Discourse Community Ethnography Assignment. *Discuss Swales*

Readings:

Writing about Writing: 1) Donna Kain & Elizabeth Wardle, "Activity Theory: An Introduction to the Writing Classroom"; 2) "Individual in Community: How Do Texts Mediate Activities?" (chapter introduction)

Thursday September 6th: *HANDBOOK Ch. 4, Assignment 2; Ch. 2*

Discussion: Writing about Writing Donna Kain & Elizabeth Wardle

Readings:

Writing about Writing: James Porter, "Intertextuality and the Discourse Community"

Due: E-Portfolio Shell Due Friday September 7th by 11:59pm

Week 3

Topic: Prewriting / Invention

Tuesday September 11th : Discuss James Porter/Further examine Assignment #2 (Discourse Community Ethnography Assignment)

Thursday September 13th : Finalizing Discourse Community Ethnography Assignment/ Begin choosing topics for the Semester/Analysis

Readings:

Writing about Writing: William Covino and David Jolliffe, "What is Rhetoric?"; 2) "Rhetoric: How Is Meaning Constructed in Context?" (chapter introduction) Handbook Ch 4 assignment #3 Choosing a topic

Due: Discourse Community Ethnography/Map DUE Friday September 14th by 11:59pm

Week 4

Topic: Choosing a Topic for the Semester/Rhetorical Analysis

Tuesday September 18th: Introduce Rhetorical Analysis Assignment

Discuss: Writing about Writing: William Covino and David Jolliffe, "What is Rhetoric?"; 2) "Rhetoric: How Is Meaning Constructed in Context?" (chapter introduction)

HANDBOOK Ch. 4, Assignment 3 & 6

Readings: HANDBOOK Ch. 4, Assignment 4; Ch. 3 pg.42-46

Thursday September 20th: Discuss Chapter 3 Primary and Secondary Research: Rhetorical

Analysis Proposal DUE in class/ Topic for the Semester

Readings: Handbook Chapter 4, assignment 4

Community Discourse Assignment Reflection Due Friday September 21st by

Friday 11:59pm

Week 5

Topic: Rhetorical Analysis Assignment

Tuesday September 25th: Discuss HANDBOOK Ch. 4, Assignment 4

Readings:

Writing about Writing: Maria Post, "Obama's Speech at Howard: Becoming King"
(First-Year Student Text)

Writing: Work on Draft of Rhetorical Analysis

Thursday September 27th: Discuss Maria Post, "Obama's Speech at Howard: Becoming King"
(First-Year Student Text)

Work Shop: Work on Rough Drafts in class

Week 6

Topic: Peer Review

Tuesday October 2nd: Eli Review. Feedback and Revision.

<http://elireview.com/content/td/feedback/>

Readings:

Writing about Writing: 1) Mike Rose, "Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer's Block"; 2) "Processes: How Are Texts Composed?"

Thursday October 4th: Discuss Mike Rose, "Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer's Block"; 2) "Processes: How Are Texts Composed?"

Reading:

Handbook Chapter 4, assignment #6

Writing: Rhetorical Analysis Draft Assignment DUE on October 5th by 11:59pm

Week 7

Topic: Revision

Tuesday October 9th: Introduce Assignment #6 Global Issues Report

Readings:

Writing about Writing: Nancy Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers"

Thursday October 11th: Discuss **Writing about Writing:** Nancy Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers"

Eli Review. The Basic Revision Moves, Part 2. <http://elireview.com/content/td/revision/>

Readings:

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

Rhetorical Analysis Final DUE/ Assignment Reflection for E-Portfolio on Friday

October 12th by 11:59pm

Week 8

Topic: *Global Issues Report*

Tuesday October 16th: Discuss Cushman and Further Assignment #6/ Explore topics

Readings:

Writing about Writing: Christina Haas & Linda Flower, "Rhetorical Reading Strategies and the Construction of Meaning"

Thursday October 18th: Discuss Christina & Linda Flower/ Workshop in class with final Proposals for Global Assignment.

Writing: Global Issues Proposal DUE by Friday October 19th by 11:59

Week 9

Topic: *Research/Annotated Bibliography*

Tuesday 23rd: (Schedule a Library Visit or Have a Librarian Visit your Class)

Readings:

Writing about Writing: Margaret Kantz, "Helping Students Use Textual Sources Persuasively"

Wikipedia as a Site of Knowledge Production: pp. 765-771

HANDBOOK Ch. 4, Assignment 5

Thursday 25th: *Discuss Margaret Kantz/ Introduce Assignment #5 Annotated Bibliography*

Readings:

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

Writing: Annotated Bibliography Draft on Sunday October 26th by 11:59pm

Week 10

Topic: Annotated Bibliography/APA/Plagiarism

Tuesday October 30th: *Discuss Flower, L & Heath/ Workshop in class on Drafting the Annotated Bibliography*

Readings:

Handbook Chapter 3 46-61

Writing about Writing: *Brian Martin, "Plagiarism: A Misplaced Emphasis"*

Thursday November 1st: *Discuss Handbook Chapter 3/ Brian Martin*

Readings:

DeVoss, D., & Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. Computers & Writing, 19(2), 191-204.

Writing: Annotated Bibliography DUE Friday November 2nd by 11:59pm

Week 11

Topic: Argument / Opinion

Tuesday November 6th: Discuss DeVoss, D., & Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. *Computers & Writing*, 19(2), 191-204.

Readings:

Writing about Writing: Stuart Greene, "Argument as Conversation"

Thursday November 8th: Discuss Stuart Greene, "Argument as Conversation"/ Workshop in class on Global Issues Report Draft

Writing: Work on Global Issues Report Draft due Sunday November 11th by 11:59pm

Week 12: Peer Review Global Issues Report/Introduce Visual Argument Assignment

Tuesday November 13th: Introduce Visual Argument Assignment/Peer Review Global Issues Report

Readings:

Writing about Writing: "Multimodal Composition: What Counts as Writing?" (chapter introduction)

HANDBOOK CH. 4, Assignment 7; Ch. 6: Sharing the Grade.

Thursday November 15th: **Presenter/Discuss** "Multimodal Composition: What Counts as Writing?"

Writing: Group Contract and Visual Argument Proposal in class

Readings:

Writing about Writing: Jeff Grabill, William Hart-Davidson, Stacey Pigg, Michael Mcleod, Paul Curran, Jessie Moore, Paula Rosinski, Tim Peebles, Suzanne Rumsey, Martine Courant Rife, Robyn Tasaka, Dundee Lackey, & Beth Brunk-Chavez, "Revisualizing Composition: Mapping the Writing Lives of First-Year College Students"

Week 13:

Topic: Visual Rhetoric, Technology and Visual Argument Assignment Cont'd

Tuesday November 20th: Discuss readings

Thursday November 22nd: Thanksgiving Day

Readings:

Levack, K. (2006). Talking head to rockstar. *Successful Meetings*, 55(13).

Writing about Writing

HANDBOOK CH. 4, Assignment 7

Writing: Global Issues Report Final Draft DUE Sunday November 25th by

11:59pm

Storyboard or Outline for Visual Argument

Week 14:

Topic: Visual Argument Presentation/Revisit the E-Portfolio

Tuesday November 27th: Revisit E-Portfolio/ Presentations

Thursday November 29th: E-Portfolio Presentations

Writing: E-Portfolio Reflection for Global Issues Report Due on Friday

November 30th by 11:59pm

Week 15

Topic: Presentations of Visual Argument/Course Evaluations

Tuesday December 4th: Presentations

Thursday December 6th: Course Evaluation/ Final Exam

Readings: N/A

Writing: Visual Argument DUE

E-Portfolio Visual Argument Reflection on Sunday December 9th by 11:59pm

Finals Week:

Tuesday December 11th: E-portfolio Due

Thursday December 13th: Grade submission

