



# RWS 1301

10:30 AM, MWF | UGLC 230  
FALL 2018 | CRN 14369

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**office hours.** MWF 1:40-3:10 PM  
& by appointment

## Course Description

The goal of Rhetoric and Writing Studies 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. This course is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. It offers you a curriculum that empowers you to determine the most effective rhetorical strategies, arrangements, and media to use in different rhetorical contexts.

## Course Outcomes

Throughout 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 in reflection about their own learning.

This course is also designed to promote your overall success, inside and outside the classroom. The 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](#).

**Learning Community:** As part of a learning community with Professor Robert Flickinger's UNIV 1301 course, this class will encourage you to develop a stronger sense of community with your classmates, and to experience a greater sense of continuity between your classes.









**Calendar**

This calendar is subject to change. Attend class and check Blackboard to confirm due dates.

**Reading Key: WaW=Writing about Writing; HB=The First-Year Composition Handbook**

<b>Week 1: August 27<sup>th</sup>—31<sup>st</sup></b>	
<b>August 27<sup>th</sup></b>	Welcome to class!
<b>August 29<sup>th</sup></b>	
<b>August 31<sup>st</sup></b>	<b>1)</b> "Only Daughter" (WaW pp. 101-105); <b>2)</b> "Literacies: How Is Writing Impacted by Our Prior Experiences?" (WaW pp. 64-67); <b>3)</b> Discourse Community Ethnography Guidelines (HB pp. 105-116)
<b>Week 2: September 3<sup>rd</sup>—7<sup>th</sup></b>	
<b>September 3<sup>rd</sup></b>	<b>UNIVERSITY CLOSED:</b> Labor Day
<b>September 5<sup>th</sup></b>	<b>1)</b> "Introduction to the Conversation," "Threshold Concepts of Writing," & "Using This Book" (WaW pp. 1-15, 56-57); <b>2)</b> "An Introduction to FYC Studies" (HB pp. 1-15)
<b>Literacy Narrative Activity due Wednesday, September 5<sup>th</sup> at 11:59 PM.</b>	
<b>September 7<sup>th</sup></b>	Excerpt from "The Concept of Discourse Community" (WaW pp. 215-217, 220-224): "Framing the Reading," "Getting Ready to Read," "2.3 A Conceptualization of Discourse Community," & "2.4 An Example of a Discourse Community"
<b>Week 3: September 10<sup>th</sup>—14<sup>th</sup></b>	
<b>September 10<sup>th</sup></b>	E-Portfolio/Blog Guidelines (HB pp. 92-96, 102-104)
<b>September 12<sup>th</sup></b>	<b>1)</b> "Intertextuality and the Discourse Community" (WaW pp. 542-558); <b>2)</b> "Individual in Community: How Does Writing Help People Get Things Done?" (WaW pp. 270-273)
<b>September 14<sup>th</sup></b>	"Shitty First Drafts" (WaW pp. 852-857)
<b>Week 4: September 17<sup>th</sup>—21<sup>st</sup></b>	
<b>September 17<sup>th</sup></b>	<b>Library Workshop 1;</b> "Documenting Styles and Avoiding Plagiarism" (HB p. 61-78)
<b>September 19<sup>th</sup></b>	<b>1)</b> "Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer's Block"(WaW pp. 787-802); <b>2)</b> Processes: How Are Texts Composed? (WaW pp. 706-710)
<b>September 21<sup>st</sup></b>	
<b>Week 5: September 24<sup>th</sup>—28<sup>th</sup></b>	
<b>September 24<sup>th</sup></b>	
<b>September 26<sup>th</sup></b>	"Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community" (WaW pp. 383-394)
<b>September 28<sup>th</sup></b>	Website Analysis and Group Presentation Guidelines (HB pp. 128-132)
<b>Major Assignment: Discourse Community Ethnography due Friday, September 28<sup>th</sup> at 11:59 PM.</b>	
<b>Week 6: October 1<sup>st</sup>—5<sup>th</sup></b>	
<b>October 1<sup>st</sup></b>	<b>1)</b> Part 1 of "Rhetoric: Making Sense of Human Interaction and Meaning-Making" (WaW pp. 457-469, up to "Rhetorical Appeals"); <b>2)</b> "Rhetoric: How Is Meaning Constructed in Context?" (WaW pp. 447-456)
<b>October 3<sup>rd</sup></b>	Part 2 of "Rhetoric: Making Sense of Human Interaction and Meaning-Making" (WaW pp. 469-483)
<b>October 5<sup>th</sup></b>	

<b>Week 7: October 8<sup>th</sup>—12<sup>th</sup></b>	
<b>October 8<sup>th</sup></b>	
<b>October 10<sup>th</sup></b>	“Threshold Concepts That Assist Academic Reading and Writing,” (WaW pp. 16-29)
<b>October 12<sup>th</sup></b>	Annotated Bibliography Guidelines (HB pp. 142-152); Global Issues Report Guidelines (HB pp. 153-160)
<b>Week 8: October 15<sup>th</sup>—19<sup>th</sup></b>	
<b>October 15<sup>th</sup></b>	Website Analysis Group Presentations
<b>Major Assignment: Website Analysis and Group Presentation due in class on Monday, October 15<sup>th</sup>.</b>	
<b>October 17<sup>th</sup></b>	"Argument as Conversation" (WaW pp. 31-43)
<b>October 19<sup>th</sup></b>	“Stasis Theory” ( <i>Mere Rhetoric</i> podcast episode: <a href="https://mererhetoric.libsyn.com/stasis-theory-new-and-improved">https://mererhetoric.libsyn.com/stasis-theory-new-and-improved</a> )
<b>Week 9: October 22<sup>nd</sup>—26<sup>th</sup></b>	
<b>October 22<sup>nd</sup></b>	<b>Library Workshop 2;</b> “Primary Research” & “Secondary Research” (HB pp. 43-60)
<b>October 24<sup>th</sup></b>	“I Stand Here Writing” (WaW pp. 212-222)
<b>October 26<sup>th</sup></b>	“Dissoi Logoi” ( <i>Mere Rhetoric</i> podcast episode: <a href="http://mererhetoric.libsyn.com/dissoi-logoi">http://mererhetoric.libsyn.com/dissoi-logoi</a> )
<b>Week 10: October 29<sup>th</sup>—November 2<sup>nd</sup></b>	
<b>October 29<sup>th</sup></b>	
<b>October 31<sup>st</sup></b>	“Revision Strategies of Student Writers and Experienced Adult Writers” (WaW pp. 858-872)
<b>November 2<sup>nd</sup></b>	Public Service Announcement Guidelines (HB pp. 161-162, 167-171); Visual Argument Presentation Guidelines (HB pp. 172-176)
<b>Major Assignment: Annotated Bibliography due Friday, November 2<sup>nd</sup> at 11:59 PM</b>	
<b>Week 11: November 5<sup>th</sup>—9<sup>th</sup></b>	
<b>November 5<sup>th</sup></b>	
<b>November 7<sup>th</sup></b>	Part 1 of “Argument as Emergence, Rhetoric as Love” (pp. 600-608)
<b>November 9<sup>th</sup></b>	Part 2 of “Argument as Emergence, Rhetoric as Love” (pp. 609-618)
<b>Week 12: November 12<sup>th</sup>—16<sup>th</sup></b>	
<b>November 12<sup>th</sup></b>	
<b>November 14<sup>th</sup></b>	<b>Library Workshop 3</b>
<b>November 16<sup>th</sup></b>	
<b>Major Assignment: Global Issues Report due Friday, November 16<sup>th</sup> at 11:59 PM</b>	
<b>Week 13: November 19<sup>th</sup>—23<sup>rd</sup></b>	
<b>November 19<sup>th</sup></b>	“Selfe: Technology and Literacy in the 21 <sup>st</sup> Century” ( <i>Mere Rhetoric</i> podcast episode: <a href="https://mererhetoric.libsyn.com/self-technology-and-literacy-in-the-21st-century">https://mererhetoric.libsyn.com/self-technology-and-literacy-in-the-21st-century</a> )
<b>November 21<sup>st</sup></b>	
<b>November 23<sup>rd</sup></b>	<b>UNIVERSITY CLOSED:</b> Thanksgiving Holiday
<b>Week 14: November 26<sup>th</sup>—30<sup>th</sup></b>	
<b>November 26<sup>th</sup></b>	
<b>November 28<sup>th</sup></b>	
<b>November 30<sup>th</sup></b>	
<b>Week 15: December 3<sup>rd</sup>—7<sup>th</sup></b>	
<b>December 3<sup>rd</sup></b>	

**Major Assignment: Public Service Announcement due Tuesday, December 4<sup>th</sup> at 11:59 PM**

**December 5<sup>th</sup>** | Visual Argument Group Presentations

**Major Assignment: Visual Argument Presentation due in class on Wednesday, December 5<sup>th</sup>**

**December 7<sup>th</sup>** | **NO CLASS: Dead Day**

**Finals Week: December 10<sup>th</sup>—December 14<sup>th</sup>**

**Major Assignment: E-Portfolio due Friday, December 14<sup>th</sup> at 11:59 PM**