# RWS 1301

12:30 PM, MWF | UGLC 230
FALL 2018 | CRN 14371

**instructor.** Paul LaPrade
**email.** Blackboard email
**back-up.** pdlaprade@utep.edu
**office.** Hudspeth 310
**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

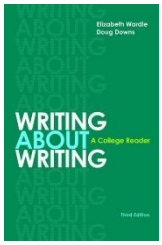
Throughout this course, students will

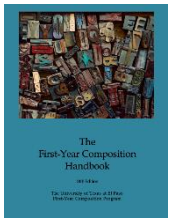
- Understand a theory of discourse communities.
- Engage as a community of writers who dialogue across texts, argue, and build on each other's work.
- Draw on existing knowledge bases to create "new" or "transformed" knowledge.
- Develop a knowledge of genres as they are defined and stabilized within 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 DeAnna Varela'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.

## Course Materials

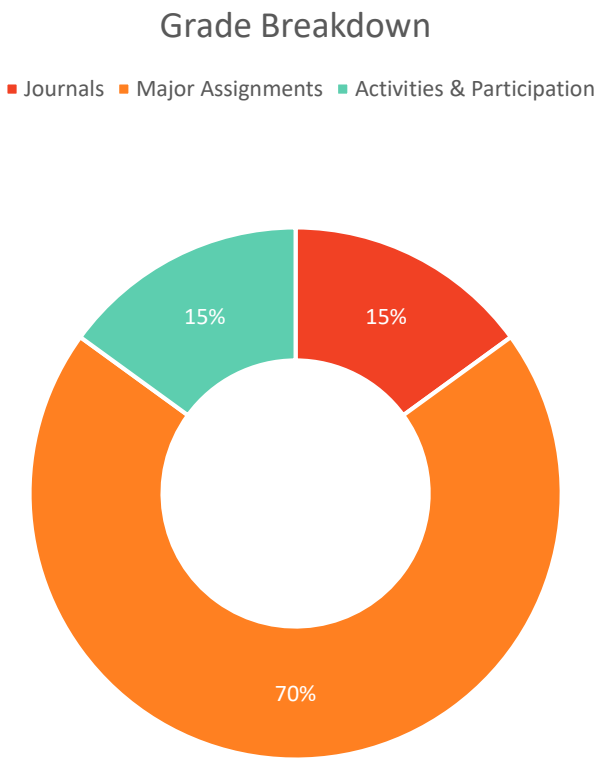



- Wardle, E., & Downs, D. (Eds.). (2016). *Writing about writing: A college reader* (3rd ed.). Boston, MA: Bedford St. Martin's. ISBN 978-1319032760.
- Fourzan, J. (2018). *The first-year composition handbook* (18th ed.). ISBN 9781732611207.
    - This is an e-book available only through the UTEP bookstore. Use this link to purchase it: https://bit.ly/2B7GaP5
- Cloud service or flash drive to save your coursework files; Google Drive and Dropbox are two excellent free services for saving work. Please keep all of your essays until final grades are posted for the Fall semester.

## Course Assignments

RWS 1301 is graded on a scale of 0-1000. The course assignments are outlined below. Please note that specific instructions will be provided on Blackboard, in *The First-Year Composition Handbook*, and in class.




*1.* **Journals:** You will reflect on readings by writing journal responses on Blackboard. These reading journals will serve as a springboard for our discussion of each reading. *150 points.*

*2.* **Activities & Participation:** You will engage in a series of in-class activities that build toward major assignments. Attendance, participation, and peer-review activities will also contribute to this portion of your course grade. *150 points.*

3. **Major Assignments:** The major assignments are as follows *(700 total points):*

a. **Discourse Community Ethnography:** You will study the communication practices of a community and consider how well it meets the criteria for discourse communities set forward by John Swales in "The Concept of Discourse Community." *100 points*

b. **Website Analysis and Group Presentation:** You will deliver an in-class group presentation in which you conduct a detailed rhetorical analysis of a website. *100 points.*
c. **Annotated Bibliography:** You will cite and summarize 7-10 credible sources in preparation for your Global Issues Report. *100 points.*
d. **Global Issues Report:** You will synthesize credible sources into an informative report on a significant global problem. *100 points.*
e. **Public Service Announcement:** You will collaborate on a group video project that concisely advocates for action on a significant social issue. *150 points.*
f. **Visual Argument Presentation:** You will deliver an in-class group presentation in which you explain your Public Service Announcement and reflect on the process of making it. *50 points.*
g. **E-Portfolio:** You will create an online writing e-portfolio in which you will reflect on your experiences throughout the semester. *100 points.*

**Grade Distribution**

1000-900 = A

899-800 = B

799 -700 = C

699- 600 = D

599 and below = F

## Classroom Policies

**Late Work:** For major assignments, I accept late work for 12 hours after the assigned due date. Group presentations must be delivered in class on the assigned due date.

**Project Format:** All projects will be turned in through the Blackboard learning modules. Assignments should be double-spaced, in 12-point Times New Roman or a font of similar size. Please submit assignments in .doc or .docx format (and not .pages format).

**Extra Credit @ The University Writing Center:** You can earn extra credit by visiting the Writing Center, either in person or online at uwc.utep.edu. Each visit counts for 2.5 points towards the final score of a major assignment, for up to five points per assignment and up to 25 total points. To receive extra credit, bring me your UWC visit sheets.

**Attendance:** You are expected to attend all class meetings and to participate in discussions and activities. You can miss six classes, which is two weeks' worth of class, before you are dropped from the course. Please notify me as soon as possible if you encounter extraordinary circumstances that affect your ability to attend class.

**Course Drop Deadline:** November 2nd, 2018

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 necessarily 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.

**Academic Integrity:** Students are expected to uphold the highest standards of academic integrity. Academic dishonesty is NEVER tolerated by UTEP or the First-Year Composition Program. All cases are reported to the Office of Student Conflict and Conduct Resolution for adjudication. All work submitted must be original; students may not submit graded work from another course. Forms of academic dishonesty include plagiarism, collusion, and cheating. Read more at https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html

**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.

**Military Student Success Center:** If you are a military student (veteran, dependent, active), consider visiting the Military Student Success Center at Library Room 205 or online at https://www.utep.edu/student-affairs/mssc/. Please inform me if you need special accommodations. If you make me aware of a complication, I will work to assist you or put you in contact with university staff who are trained to assist you.

**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 915.747.5148 or cass@utep.edu. CASS is located in Room 106, Union Building East. You are responsible for presenting me any CASS accommodation letters and instructions.

## 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***

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

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

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|---|---|
| **Major Assignment: Public Service Announcement due Tuesday, December 4th at 11:59 PM** | |
| **December 5th** | Visual Argument Group Presentations |
| **Major Assignment: Visual Argument Presentation due in class on Wednesday, December 5th** | |
| **December 7th** | **NO CLASS:** Dead Day |
| **Finals Week:** *December 10th—December 14th* | |
| **Major Assignment: E-Portfolio due Friday, December 14th at 11:59 PM** | |