

# RWS 1302

ONLINE | FALL 2020 | CRN 14462

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**online office hours.** TWR 2:00 – 3:00 PM, and by appointment, through Blackboard Collaborate.

## Program Overview

At UTEP, the First-Year Composition (FYC) program in the English department offers two first-year courses that are typically taken as a sequence, RWS 1301—Rhetoric and Composition I and RWS 1302—Rhetoric and Composition II. These courses are intended to help students develop their rhetorical and writing knowledge and skills within these five knowledge domains: writing process knowledge, subject matter knowledge, rhetorical knowledge, genre knowledge, and discourse community knowledge. Therefore, we teach writing as a complex activity through which students are given guidance and often collaborate. Drawing on the rich scholarship of Rhetoric and Writing Studies, we have designed our courses to help students address the challenges of 21st century composing. In these courses, students are empowered to determine the most effective strategies, arrangements, and media to use in different rhetorical contexts.

In fall 2020, all sections of RWS 1301 and 1302 will be taught online. Regardless of the delivery system, the FYC program reminds students that the primary purpose of these classes are the learning and practice of writing. The Conference on College Composition and Communication together with the Council of Writing Program Administrators state:

*Writing classes teach writing: Principally, writing classes foreground writing itself as a complex, distributed activity premised upon sociality and community formation, processes and materials, flexibility, and ethical communication. Writing classes may involve participants in purposeful interpersonal interactions (discussions and conversations), writing-related activities (peer review, studying features in model texts), and interpreting texts (making meaning individually or together with others); however, the activity of writing itself continues to be central to what a writing class sponsors.*

CCCC and CWPA Joint Statement in Response to the COVID-19 Pandemic

## Course Outcomes

At the end of these FYC courses, students will be able to:

### Critical thinking and reading

- Think, read, and write analytically and reflectively



Course Description

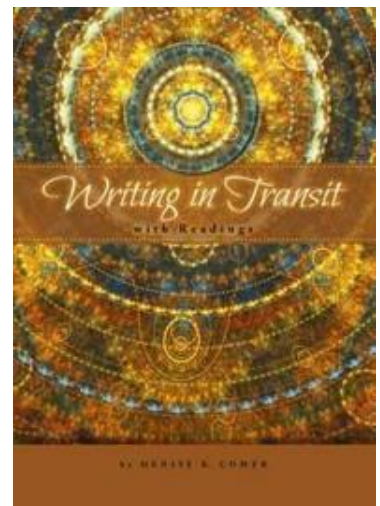
Rhetoric & Composition 2 (RWS 1302) aims to develop your critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on awareness of and appreciation for discourse communities as well as knowledge specific to subject matter, genre, rhetorical strategy, and writing process. The class presents an approach to communication that helps students determine the most effective strategies, arrangements, and media to use in different rhetorical contexts. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.

Required Texts & Materials

- Comer, D. K. (2017). *Writing in transit* (2<sup>nd</sup> ed.). Southlake, TX: Fountainhead Press. ISBN: 9781680366365.
  - Available at the UTEP Bookstore: <https://www.bkstr.com/texaselpasostore/product/writing-in-transit-17416-1>
- Bossie, R., & LaPrade, P. (2019). *The first-year composition handbook* (19<sup>th</sup> ed.). ISBN: 9781732611214.
  - E-book access code available at the UTEP Bookstore: <https://www.bkstr.com/texaselpasostore/product/the-first-year-composition-handbook-913801-1>
  - This e-book is also available directly through the RedShelf platform: <https://www.redshelf.com/>

Step-by-step instructions for redeeming your FYC Handbook access code on the RedShelf platform:

1. Go to <https://www.redshelf.com/>.
2. Click on “Log In” (top right corner).
3. Select “Create an Account” (middle of the screen).
4. Enter the required information and click on “Create Account.”
5. Log into your account, then paste your access code under “Redeem Your RedShelf Access Code.”
6. Click on the directional arrow (>) next to your code to access the book.



- Additional sources will be posted on Blackboard.
- 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 coursework until final grades are posted for the semester.**



**Online Course Delivery**

**Course Delivery:** In fall 2020, RWS 1302 will be held fully online. The course is designed to engage students through discussions with your classmates and instructor through Blackboard (Bb), UTEP’s Learning Management System (LMS). The course will rely extensively on Blackboard, though your individual instructor may supplement it by incorporating other platforms and various media. In order to succeed in the course, you will need to have regular use of the internet and a stable connection. Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer. If you don’t have a computer or reliable internet at home, the university can help you with resources: **Technology Support - UTEP**. Forms to apply for a laptop or wifi hotspot are [available here](#). Please speak with your instructor immediately if you will need assistance. We want you to have the opportunity to succeed in class without concern about access. There are also computers available for you to use in the library on campus.

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

Students can prepare for the course by familiarizing themselves with the “Ready for Online Learning” guides to acclimate to online learning:

- Dispelling the Myths of Taking an Online Class
- Check Your Technology
- Communicating Effectively Online
- Managing Your Time Before It Manages You
- Online Teamwork
- Netiquette Guide for Online Courses

These guides are available on the navigation bar on the Blackboard shell for RWS 1302.

Students can also prepare by taking the [Blackboard Student Orientation](#).

**Submitting Work:** All work will be submitted through the Bb course shell for this class. Since Bb comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA or MLA format unless directed otherwise. Be sure to name each submitted assignment with your name and the title of the assignment. (For example: jmartinez rhetanalysis draft; jmartinez rhetanalysis final).

**Late Work:** For major assignments, I accept late work for 12 hours after the assigned due date. Please contact me as soon as possible regarding any circumstances that affect your ability to complete coursework on time.



After 2 total weeks of absence (not necessarily consecutive classes) the student’s grade is lowered by a full letter (A becomes B, etc.).

After 3 total weeks of absence (not necessarily consecutive), the student is automatically dropped from class.

Missing a scheduled conference with the instructor constitutes an absence.

**For Hybrid Courses:** The attendance policy for hybrid courses aligns with the structure for face-to-face courses with each missed weekly class meeting constituting absence from a week of class.

The program recommends that the student contact the instructor to discuss the attendance policy and how it applies in cases in which it is not possible to attend a weekly class meeting, while continuing to maintain robust participation in class activities. [see also online courses]

**For Online Courses:** In an online class, attendance is measured by participation in class activities. The attendance policy for online courses aligns with the structure for face-to-face courses, with each missed week of class activities constituting absence from a week of class.

The instructor can measure participation through various pathways, such as completion of scaffolded activities and discussion posts, and responding to other students’ posts and feedback. We also recommend measuring course activity by using the Course Reports feature on Blackboard, particularly the Course Activity Overview.

When it becomes evident that it is not possible to participate in class, the program recommends that the student contact the instructor to discuss the attendance policy and how it applies, before resuming robust participation in class activities.

**Drop Policy:** If you cannot complete this course for whatever reason, please contact your instructor. Your instructor can help you with the drop process and you can contact the Registrar’s Office. If you do not drop, you are at risk of being dropped by the instructor and possibly receiving an “F” for the course.

**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 Student Conduct and Conflict Resolution](#) page for more information on Academic integrity.

**Accommodations:** UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP](#)





Nov 26-27th Thanksgiving Holiday - University Closed  
 Dec 3rd Fall - last day of classes  
 Dec 4th Dead Day  
 Dec 7-11th Fall Final Exams

**Calendar**

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

**Reading Key: Bb=Blackboard; WiT=Writing in Transit; HB=The First-Year Composition Handbook**

<b>Week 1—August 24<sup>th</sup>-30<sup>th</sup></b>		
<b>Reading(s) due by the end of the week</b>	“Dare We Say I?” (Bb) Syllabus (Bb)	Friday, 11:59 PM.
<b>Quiz #1</b>	Syllabus Quiz	Friday, 11:59 PM.
<b>Discussion activity #1</b>	Introductions	Discussion post due Friday at 11:59 PM.  Brief responses to two classmates due Sunday at 11:59 PM.
<b>Week 2—August 31<sup>st</sup>-September 6<sup>th</sup></b>		
<b>Reading(s) due by the beginning of the week</b>	Read “Genre Analysis Assignment Guidelines” (HB, pp. 227-240).	Monday at 11:59 PM.
<b>Reading(s) due by the end of the week</b>	Read "Writing as Transfer" (WiT, pp. 1-12).  Consider getting an early start on next week's reading: "Analysis" (WiT, pp. 273-309). I recommend reading pp. 273-287 this week.  Watch “How to Use Rhetoric to Get What You Want” (Bb) (4:30 minutes).	Sunday at 11:59 PM.
<b>Quiz #2</b>	Quiz on “Writing as Transfer”	Sunday at 11:59 PM.
<b>Activity #1</b>	Semester topic proposal	Sunday at 11:59 PM.
<b>Week 3—September 7<sup>th</sup>-13<sup>th</sup></b>		
<b>Video to watch by the end of the week</b>	Watch “ <a href="#">What reading slowly taught me about writing</a> ” (Bb) (11 minutes).	Friday at 11:59 PM.
<b>Reading(s) due by the end of the week</b>	Read "Analysis" (WiT, pp. 273-309).	Friday at 11:59 PM.
<b>Discussion activity #2</b>	Analysis of "What reading slowly taught me about writing"	Discussion post due Friday at 11:59 PM.

		Brief responses to two classmates due Sunday at 11:59 PM.
<b>Quiz #3</b>	Quiz on "Analysis"	Friday at 11:59 PM.
<b>Activity #2</b>	Genre Analysis sources	Sunday at 11:59 PM.
<b>Week 4—September 14<sup>th</sup>-20<sup>th</sup></b>		
<b>Video and brief reading due by the end of the week</b>	Watch " <a href="#">Everything is a Remix Part 1</a> " (Bb) (6 minutes—post-credits clip begins at 5:37)  Read " <a href="#">Author-Date Citation System</a> " (Bb)	Friday at 11:59 PM.
<b>Reading(s) due by the end of the week</b>	Read "Research and Writing as Process, Part 1" (WiT, pp. 37-53, ending at "Drafting across Disciplines")	Friday at 11:59 PM. (Chapter quiz next week.)
<b>Discussion activity #3</b>	Analysis of "Everything is a Remix Part 1" and "Author-Date Citation System"	Discussion post due Friday at 11:59 PM.  Brief responses to two classmates due Sunday at 11:59 PM.
<b>Activity #3</b>	Genre Analysis matrix	Sunday at 11:59 PM.
<b>Week 5— September 21<sup>st</sup>-27<sup>th</sup></b>		
<b>Reading(s) due by the end of the week</b>	Read " <a href="#">Shitty First Drafts</a> " Read " <a href="#">Rethinking the 'Shitty First Draft'</a> "	Friday at 11:59 PM.
<b>Reading(s) due by the end of the week</b>	Read "Research and Writing as a Process, Part 2" (WiT, pp. 53-68, beginning with "Drafting across Disciplines")	Friday at 11:59 PM.
<b>Discussion activity #4</b>	Analysis of "Shitty First Drafts" and "Rethinking the 'Shitty First Draft'"	Discussion post due Friday at 11:59 PM.  Brief responses to two classmates due Sunday at 11:59 PM.
<b>Quiz #4</b>	Quiz on "Research and Writing as Process"	Friday at 11:59 PM.
<b>Assignment #1</b>	<b>Genre Analysis</b>	<b>Sunday at 11:59 PM.</b>
<b>Week 6— September 28<sup>th</sup>-October 4<sup>th</sup></b>		
<b>Podcast to listen to by the end of the week</b>	Listen to " <a href="#">Reality</a> " (Bb) (44 minutes).	Friday at 11:59 PM.
<b>Reading(s) due by the end of the week</b>	Read "Literature Review/Research Report Assignment Guidelines" (HB, pp. 42-56).	Friday at 11:59 PM.



<b>Activity #5</b>	Preliminary research	Sunday at 11:59 PM.
<b>Looking Ahead: Week 9 Activity</b>	Mini Annotated Bibliography	Next Sunday at 11:59 PM.
<b>Week 9— October 19<sup>th</sup>-25<sup>th</sup></b>		
<b>Reading(s) due by the end of the week</b>	Read "Synthesis" (WiT, pp. 221-251).	Friday at 11:59 PM.
<b>Quiz #7</b>	Quiz on "Summary" (Week 8 reading) and "Synthesis"	Friday at 11:59 PM.
<b>Activity #6</b>	Engaging with sources	
<b>Activity #7</b>	Mini Annotated Bibliography	Sunday at 11:59 PM.
<b>Week 10— October 26<sup>th</sup>-November 1<sup>st</sup></b>		
<b>Videos to watch by the end of the week</b>	Watch " <a href="#">Shelter in Place</a> " (Bb) (13:46 minutes) and " <a href="#">24 Hours in the Life of America's Essential Workers</a> " (Bb) (12:40 minutes)	Friday at 11:59 PM.
<b>Reading(s) due by the end of the week</b>	Read "Choosing and Integrating Evidence: Quotes, Paraphrases, Visual Materials, and Data" (WiT, pp. 464-494).	Friday at 11:59 PM.
<b>Discussion activity #8</b>	Analysis of "Shelter in Place" and "24 Hours in the Life of America's Essential Workers"	Discussion post due Friday at 11:59 PM.  Brief responses to two classmates due Sunday at 11:59 PM.
<b>Quiz #8</b>	Quiz on "Choosing and Integrating Evidence"	Friday at 11:59 PM.
<b>Activity #8</b>	Primary research plans	Sunday at 11:59 PM.
<b>Week 11— November 2<sup>nd</sup>-8<sup>th</sup></b>		
<b>Film to watch by the end of the week (2 choices)</b>	2 choices: Watch <a href="#">The Garden</a> (1 hr 20 min) (Bb) OR <a href="#">Las Marthas</a> (Bb) (1 hr 19 min)	Friday at 11:59 PM.
<b>Reading(s) due by the end of the week</b>	Read "Constructing Arguments" (WiT, pp. 399-424)	Friday at 11:59 PM.
<b>Discussion activity #9</b>	Analysis of <i>The Garden</i> OR <i>Las Marthas</i>	Discussion post due Friday at 11:59 PM.  Brief responses to two classmates due Sunday at 11:59 PM.
<b>Quiz #9</b>	Quiz on "Constructing Arguments"	Friday at 11:59 PM.
<b>Looking Ahead: Assignment #2</b>	Literature Review/Research Report	Next Sunday at 11:59 PM.
<b>Week 12— November 9<sup>th</sup>-15<sup>th</sup></b>		

