

# ENGL 1311: Expository English Composition/ Introduction to Writing Studies

<b>Semester:</b>	Spring 2014
<b>Course Section &amp; CRN:</b>	ENGL 1311, 21204
<b>Time/Days:</b>	MWF/10:30-11:20
<b>Place:</b>	UGLC 236
<b>Instructor:</b>	Paul LaPrade
<b>Email:</b>	Blackboard Email (If Bb is down you can reach me at pdlaprade@utep.edu)
<b>Office:</b>	Worrell 110
<b>Office Hours:</b>	MW 12:20-2:50, and by appointment

## Course Description

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Traditionally, instructors in First-Year Composition programs have expressed their goal in this way: teach students **to** write at the university. However, more and more scholars in the field of Rhetoric and Writing Studies (see Downs and Wardle) argue that this goal is impossible to achieve. These scholars argue that there is no universal form of writing at the university, that each major requires a unique form of writing. Imagine that a sports coach has a team composed of football, basketball, soccer, and baseball players. Would we ask this coach to teach 'ball-handling' and expect him/her to really be effective in improving the required skills of each player? With the variety of student majors in each class, it would be impossible to teach each student how to write effectively within their personal major in one semester. Therefore, the traditional goals of the class must be reconsidered.

This semester, the objective is not to teach you **to** write--this is not a how-to class. Instead, this class will teach you **about** writing--how students experience writing, how writing occurs in different contexts, how writing must be adapted to individual situations, etc. The overall goal of English 1311, Introduction to Writing Studies, is two-fold: facilitate 1. a critical awareness of one's own writing process, and by doing so locate points of strength and weakness, and 2. a critical awareness of writing as it occurs within specific communities/situations. By developing critical awareness in these two areas, students will have the knowledge and skills to become effective writers in a variety of educational, professional, and social contexts. In order to achieve these goals, we will focus on a handful of core concepts: writing process, discourse community, rhetoric, rhetorical situation, research, and critical self-reflection.

## Learning Outcomes

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At the end of this course, students will be able to:

- 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 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 writing in its various phases.

## Required Texts and Materials

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- All reading materials will be accessible in the Library archives or on the web. PDF reading files will be provided on Blackboard. No textbook is required.
  - Reading assignments should be completed by Wednesday before class unless otherwise specified. Our reading discussions will play an important role in the class. They will relate directly to major assignments and weekly online discussion questions.
- A tool or program to record yourself.
- Cloud service or flash drive to save your coursework files. (Keep these until final grades are posted for the semester.)
- Regular access to a computer, Blackboard, and your UTEP email account.

**Contacting Your Instructor (Me):** The easiest way to contact me is through Blackboard Email, which I check every day under normal circumstances. I am also available to meet at Worrell 110 during my office hours or by appointment.

## Course Assignments

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**This section provides an overview of assignments for the class; more specific assignment sheets are on Blackboard:**

**Portrait of a Writer and Writing Autoethnography:** Students will closely examine their own writing process and compare it to the processes of experienced writers in order to develop a greater awareness of their strengths and weaknesses. **150 pts.**

**Discourse Community Ethnography:** Students will observe the writing practices of either a course in their major or an organization/business that aligns with their career aspirations in order to better understand the concept of discourse community. **150 pts.**

**Rhetorical Analysis Presentation:** Using a written artifact gathered during the Discourse Community Ethnography, students will demonstrate an understanding of rhetoric and rhetorical situation and of their impact on writing in the student's discipline or future career. **50 pts.**

**Entering the Discourse:** Students will address a concept or issue that has been presented in the course readings using primary and secondary research to support an argument. Students will demonstrate an understanding that within academia argument is a conversation. **150 pts.**

**Writing Portfolio:** Students will reflect on their progress over the semester. Each draft of every major assignment will be featured in the Portfolio. **150 pts.**

**Weekly Discussion Journal:** Students will reflect on readings, assignments, and key concepts by responding to a discussion question on Blackboard each Wednesday before class. Students are expected not only to respond to the discussion question in at least 150 words, but also to

converse with each other by responding to at least one classmate's post by the following Monday at noon. **150 pts.**

**Peer Review:** In-class peer review sessions will be held for major assignments. Sending your draft to your group members, reading their drafts, and participating in each session will constitute an important part of your grade. **100 pts.**

**Attendance and Participation in Class:** Students' attendance and participation in class will be measured here. **100 pts.**

**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 Policies

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**Learning Modules:** The course's online content is delivered on Blackboard through weekly learning modules. Each module begins at noon on Monday and ends at 11:59 (and 59 seconds, to be precise) AM the following Monday. You can access these modules by going to "Learning Modules" on the sidebar. Each module will include a discussion question and a checklist for that week, including information about readings, assignment reminders and submission boxes, and peer review file exchanges. You will also turn in your work through these learning modules.

Weekly discussion responses are due each Wednesday before class. In addition to writing at least 150 words, each student must reply to at least one classmate's post by the following Monday at noon. Remember that the point of these discussion questions is to initiate conversation and thought about readings and concepts important to upcoming assignments and to the goals of the class.

**Attendance:** Students are expected to attend all class meetings and to participate in discussions and workshops.

**Six (6) classes, which is two weeks' worth of class, can be missed prior to the drop deadline before you are dropped from the course.** There will be a sign-in sheet for late arrivals, two of which will constitute one absence. All absences count equally, both excused and unexcused, unless they are due to a university-sponsored event. Please notify me as soon as possible if you encounter extraordinary circumstances that affect your ability to attend class.

### **Course Drop Deadline: Friday, April 4<sup>th</sup>\***

**\*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 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. 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." So, be sure to start your college experience on the right track by attending class regularly.

### Late Work:

- Unless otherwise specified, first drafts of major assignments are due on Fridays at midnight, and final drafts are due on Mondays at midnight (10 or 17 days after the first draft, depending on the assignment). Attend class and check Blackboard to confirm assignment deadlines.
- **Late work will not be accepted, but each student will receive a 1-time 24-hour emergency allowance.** This applies only to the final draft of one major assignment. Work on your assignments gradually, and save this 1-time 24-hour pass for the event of an actual emergency. Please notify me as soon as possible if you encounter extraordinary circumstances that affect your ability to complete the coursework.
- Be sure to submit all major assignments in order to pass this class.

**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 clear typeface of equivalent size. Please submit assignments in .doc or .docx format (and never .pages format). When saving your work, include your username and the assignment in the document's title. For example:

pdlaprade dc ethnography draft

pdlaprade dc ethnography final

**Extra Credit:** Students interested in earning extra credit can visit the Writing Center. Each visit counts for 2.5 points towards the final score of a major assignment, for up to five points per assignment. To receive credit, forward me your UWC visit sheets through Blackboard Email.

UTEP's University Writing Center (UWC), located in Library Room 227, offers free in-person and online 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 students understand any writing assignment and help them work on comprehending difficult readings. Visit the UWC website (<http://academics.utep.edu/Default.aspx?alias=academics.utep.edu/writingcenter>) for further information.

### Online “Netiquette”:

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Do not copy another classmate’s response on a discussion board.
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates’ comments carefully and thoughtfully.
- Be sure to post in a timely fashion to receive credit for the discussion. Pay close attention to the posted deadlines.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted to these online spaces is intended for classmates and the 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).

**Technology and English 1311:** This course makes frequent use of technology and multimedia. It is strongly recommended that students have access to the Internet from home and are comfortable using a computer. If a student does not have access, he/she can get free access through the university.

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 the UGLC’s ATLAS Lab (<http://issweb.utep.edu/>) and the Library’s Collaborative Learning Center (CLC) are often available until midnight, but schedules do vary. Major assignments will be submitted online, and not having access to a computer will not be an excuse for incomplete or late assignments.

Technology problems are also not an excuse for work that is late or missing. Students need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with technology problems. Expect that at some time the network will be down, computers will go on the fritz, or some other small catastrophe will occur. If students are prepared ahead of time, they can go to plan B.

**Instructions for Accessing Your Course Online:** Students must have a UTEP email ID and password before they can access Blackboard. UTEP automatically generates an e-mail ID for students when they are entered into the system. Any questions or problems can be directed to the **Helpdesk at 747-5257**.

**All the course content will be delivered via Blackboard. Students can access Blackboard by following the steps outlined below:**

- Go to <http://my.utep.edu>
- Login is e-mail ID. Password is e-mail password.
- Click on the link to Blackboard.
- Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.

- Click on the course title to access the course.

**Academic Dishonesty:** Academic Dishonesty is **NEVER** tolerated by UTEP or the First-Year Composition Program. All cases are reported to the Dean of Students for Academic Sanctions. These sanctions may include expulsion. All work submitted must be original; students may not submit graded work from another course.

Forms of academic dishonesty include: Collusion—lending your work to another person to submit as his or her own; Fabrication—deliberately creating false information on a works cited page; and Plagiarism—the presentation of another person's work as your own, whether you mean to or not (i.e. copying parts of or whole papers off the Internet). See the following document from the Office of Student Life for more information on the discipline process: <http://sa.utep.edu/studentlife/files/2010/10/Appendix-A-Discipline-process-NEW-OSL-2009.pdf>

**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.

**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 Disabled Student Services Office (DSSO) at 747-5148 or [dss@utep.edu](mailto:dss@utep.edu). The DSSO is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any DSS accommodation letters and instructions.

## Course Calendar

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This calendar is subject to change as needed. Unless otherwise specified, first drafts of major assignments are due on Fridays at midnight, and final drafts are due on Mondays at midnight (10 or 17 days after the rough draft, depending on the assignment). Attend class and check Blackboard to confirm assignment deadlines.

	<b>To be read before class</b>	<b>In class</b>	<b>Post-class discussions, scaffolding, etc.</b>	<b>Major assignment due dates</b>
<b>Week 1 Jan 20</b>		NO CLASS: Martin Luther King, Jr. Day		
		General objectives of course (syllabus and WAW).  Student expectations of course. General introduction of portfolio grading.	Review syllabus.	
		Challenging student expectations. Standard language ideology and university's role.		
<b>Week 2 Jan 27</b>		Difference between teaching <i>how to write</i> and <i>about writing</i> .  Introduce Writing Autoethnography; define ethnography. Recording yourself.		
	Mangelsdorf	Writing process; traditional metaphors for writing process.  Standard language ideology cont'd. English class on the border.	Review Purdue Owl.	
		Plagiarism. Citation style: <b>APA</b>		

<b>Week 3 Feb 3</b>		Focus on Portrait of a Writer; invention and composing.		
	Rose	Discuss Rose. Workshop Portrait.		
		Seeking feedback; peer review. Practice peer review.		Friday: 1st Draft of Portrait of a Writer due
<b>Week 4 Feb 10</b>		Peer Review: Portrait of a Writer.		
	Tomlinson	Revision		
		Annotating recordings. Review sample.		
<b>Week 5 Feb 17</b>		Work on annotations in class.		Monday: Final Draft of Portrait of a Writer due; recordings completed
	Perl	Reflecting on the reality of your writing process.		
		Comparing your writing process to that of experienced writers.		
<b>Week 6 Feb 24</b>		Introduce Discourse Community Ethnography. Defining discourse community.		
	Swales	Developing research questions.	Contact professor or supervisor for permission to	



			observe/interview.	
		Structure of academic articles. Thesis statements. Literature review. APA format.	Continue developing research questions.	Friday: 1st Draft of Writing Autoethnography due
<b>Week 7 Mar 3</b>		Peer Review: Autoethnography.		
	Porter	Continue discussion of discourse community.		
		Wrapping up Autoethnography.  Discuss 'Aggressive Egg' if time allows.		Sunday: Final Draft of Writing Autoethnography due
<b>Mar 10</b>		SPRING	BREAK	Have fun, relax, and continue working on your DC Ethnography.
<b>Week 8 Mar 17</b>		Review key concepts and DC Ethnography.		
	Aristotle: <a href="http://classics.mit.edu/Aristotle/rhetoric.1.i.html">http://classics.mit.edu/Aristotle/rhetoric.1.i.html</a> ; Parts 2 and 3	Introduce rhetoric. Explore ethos, pathos, and logos.	Practice analysis of ethos, pathos, and logos.	
		Practice analysis of ethos, pathos, and logos.  Work on DC Ethnography if time allows.		Friday: 1st Draft of Discourse Community Ethnography due (including observations, interviews, and artifacts)
<b>Week 9 Mar 24</b>		Peer Review: Discourse Community		

		Ethnography.		
	Grant-Davie	Rhetorical situation; evolution of concept of rhetoric.		
		Introduce Rhetorical Analysis Presentation.		
<b>Week 10 Mar 31</b>		NO CLASS: Cesar Chavez Observance Day		
	Haas and Flower	How to analyze rhetoric/rhetorical situations.  Practice analysis of artifacts as class.		
		Analyze artifact gathered during Discourse Community Ethnography and continue preparing RA Presentation.		
<b>Week 11 Apr 7</b>		Rhetorical Analysis Presentations.		Monday: Rhetorical Analysis Presentation due (in-class); Final Draft of Discourse Community Ethnography due by midnight
		Rhetorical Analysis Presentations.		
	Greene	Student conceptions of argument. Aristotelian model of argument (refresher on ethos, pathos, logos).  Discuss Greene. Rogerian model of argument (argument as		

		conversation). Introduce Entering the Discourse Project.		
<b>Week 12 Apr 14</b>		Practicing Greene/Rogerian argument.		
	Penrose and Geisler	How to enter the discourse of RWS. Writing with and without authority.  Choosing a topic and mapping argument.		
		NO CLASS: Spring Study Day		Sunday: Complete Rhetorical Analysis due
<b>Week 13 Apr 21</b>		Gathering and presenting research.		
		Library Day		
		Integrating research with own ideas. Paragraph construction model (TAEC).  Work on Entering the Discourse Project.		Friday: 1st Draft of Entering the Discourse Project due
<b>Week 14 Apr 28</b>		Peer Review: Entering the Discourse.		
		Discuss role of portfolios. Brief introduction to Portfolio assignment.		
		Go over elements of portfolio in-depth; begin building.		

<b>Week 15</b> <b>May 5</b>		Work on portfolio and Entering the Discourse Project.		
		Continue working on final projects. Review key concepts of course.		
		NO CLASS: Dead Day		
<b>Finals</b> <b>May 12</b>		NO FINALS MEETING		Monday: Final Draft of Entering the Discourse Project due; Friday: Complete Portfolio due