

ENGL 1311: Expository English Composition

Semester:	Spring 2014
Course Section & CRN:	ENGL 1311, 23506
Course Date/Time:	Online
Instructor:	Paul LaPrade
Email:	Blackboard Email (If Bb is down you can reach me at pdlaprade@utep.edu)
Office:	Worrell 110
Office Hours:	MW 12:20-2:50, and by appointment; Blackboard Email

Course Description

The goal of English 1311 is to develop students' critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This 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.

English 1311 is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. Through these assignments, you will learn how to write to explore, to inform, to analyze, and to convince/problem solve. 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.

Because this is an online class, it will require the use of technology through a variety of assignments and activities. Course content will be delivered through weekly learning modules on Blackboard, each of which will include a checklist for that week. Blackboard provides students with permanent access to the syllabus, information about readings and assignments, e-mail, discussion questions, and online activities. It is vital that students check and participate on Blackboard consistently as it is an integral part of the course.

Learning Outcomes

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.
- Develop an awareness of and involvement in community issues and problems.

Required Texts and Materials

- Roen, D., Glau G., & Maid, B. (2012). *The brief McGraw-Hill guide*. Custom Edition for the University of Texas at El Paso. New York: McGraw-Hill.
- Department of English. *A guide to first-year composition*. (16th ed.). Available through Cafescribe.com
- Additional readings will be available through Blackboard.
- A tool to record yourself for a brief presentation, such as a camcorder, webcam, or camera phone.
- 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.

The Guide to First-Year
Composition
16th Edition



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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

This section provides an overview of assignments for the class; more specific assignment sheets are on Blackboard. The course is broken up into five major assignments. Discussion questions and additional activities, including reading quizzes, will be assigned weekly. You will find these in the Learning Modules section of Blackboard.

Rhetorical and Visual Analysis: Students will write an essay analyzing the use of rhetorical/visual strategies within a text with a visual. Students will provide an objective analysis of the strengths and weaknesses in the writer's/artist's uses of ethos, logos, and pathos within his or her argument(s). **100 pts.**

Annotated Bibliography: Students will construct an annotated bibliography that centers on the community issue or problem they have selected to focus on for their Community Problem Report. Each annotation in this annotated bibliography will consist of two parts: a summary and the student's evaluation of the source. **100 pts.**

Community Problem Report: Students will create a report that draws attention to a community problem. This report will be addressed to members of the community in question. **100 pts.**

Visual Argument: This project prompts students to explore their community issue in a multimedia form. Students will choose between four assignments (a brochure, poster, photo series, or public service announcement). They will employ multimedia to advocate for the position in their opinion piece. In addition, students will write a memo detailing their rhetorical choices in the creation of their visual argument. Students will have the choice of working in groups of 2-4 to complete this project, although the memo must be written individually. However, this will require them to coordinate their efforts and hold each other accountable. **150 pts.**

Opinion Piece: Students will write an opinion piece about their community problem. Students will focus on one aspect of their community issue and argue for a solution to a problem they identify. **100 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.**

Additional Activities: Substantial activities will be assigned throughout the semester. These activities will serve as invention exercises for upcoming assignments. **150 pts.**

Peer Review Sessions: Online 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. **75 pts.**

Quizzes: Quizzes and reading activities will be given weekly and will primarily be based on your readings from the McGraw-Hill textbook. **75 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

Learning Modules: The course's online content is delivered on Blackboard through 15 weekly learning modules. Each module begins at noon on Monday and ends at 11:59 AM (and 59 seconds, to be precise) the following Monday, Mountain Standard Time (MST). You can access these modules by going to "Learning Modules" on the left-hand menu of the ENGL 1311 Blackboard page. Each module will include a discussion question, a reading quiz or activity, and a checklist for that week, including information about readings, assignment reminders and submission boxes, and additional activities such as peer review discussion boards. Each item in the learning module has a specific due date. It is important to adhere to these due dates in order to receive credit for your work.

Attendance: Yes, attendance counts in an online course! You will demonstrate your attendance by completing each week's Blackboard module, which will include reading, submitting discussion posts, completing reading quizzes and activities, and participating in additional activities such as peer review. Modules must be completed by the stated deadlines, and the effort you put into them will determine a substantial portion of your grade **No matter how well you do on your assignments, failure to complete modules will negatively affect your grade and may even cause you to fail the course.**

Course Drop Deadline: Friday, April 4th*

***Note that you are responsible for contacting me with concerns about your grade prior to the drop deadline. I will drop you from the course prior to the deadline if it is no longer possible for you to pass the course at that point.**

- 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 days after the rough draft). 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.
- Discussion/Peer Review posts and responses will not be accepted late. Reading quizzes and activities must be completed by the end of the learning modules for which they are assigned (noon on Monday the following week).

Discussions: Students must respond to each week's assigned discussion question by Friday at midnight in at least 150 words. Additionally, each student must reply to at least one classmate's post when the module ends at noon on the following Monday. 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.

Announcements: Be sure to check announcements every time you log into the course and

especially at the beginning of the week. This is how I will provide reminders and notify the class of important changes to the course, assignments, due dates, etc.

Project Format: All projects will be turned in through Blackboard. 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). Make sure to include your name and the name of the assignment in document title. For example:

pdlaprade rhetanalysis draft
pdlaprade rhetanalysis final

Extra Credit: Students interested in earning extra credit can visit the Writing Center in person or through an online consultation. 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).

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. The DSSO is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any DSS accommodation letters and instructions.

Technical Information

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.

Technical Support:

- UTEP Help Desk: (915) 747-5257; Library Room 300
- UTEP Support Center: <http://admin.utep.edu/Default.aspx?tabid=63774>
- UTEP Academic Technologies: <http://at.utep.edu/web/>

Microsoft Word is available to students at all campus computers and can be purchased at the UTEP Bookstore using a current UTEP ID card at discount. Students may also go to openoffice.org and download a free and compatible version of Word/Office.

Blackboard: Blackboard will be the main interface for our course. This is where you will find all documents, course materials, resources, and instructions; participate in online discussion groups; submit all assignments; check your grades; and much more. You have access to Blackboard via the MyUTEPA feature on the UTEP home page. When you log in, you will see the modules for all of your classes. **Understanding how to navigate and effectively use Blackboard and all of its tools is necessary for success in this course.** For training or information regarding its use, please refer to Instructional Support Services at: http://issweb.utep.edu/home/index.php?option=com_tag&task=tag&tag=blackboard.

Blackboard “goes down” from time to time. In those instances, if I need to contact you, I will do so via your UTEP e-mail. However, I do not anticipate this to be the routine method of communication. We will work extensively and primarily in the Blackboard environment.

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**.

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.

Course Calendar

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 days after the rough draft). Check Blackboard to confirm assignment deadlines.

Week #	Theme/Assignment
Week 1	Class Introduction
Week 2	Discourse Communities
Week 3	Rhetoric
Week 4	Rhetorical and Visual Analysis: Pre-Writing and Invention
The rough draft of the Rhetorical and Visual Analysis is due at the end of Week 4	
Week 5	Rhetorical and Visual Analysis: Revision (Peer Review)
The final draft of the Rhetorical and Visual Analysis is due at the end of Week 5	
Week 6	Research and Topic Proposals
Week 7	Annotated Bibliography: APA and Informative Writing
Spring Break	Have fun, relax, and continue working on your Annotated Bib and Comm. Prob. Report
The rough draft of the Annotated Bibliography is due at the end of Week 7	
Week 8	Annotated Bibliography: Synthesizing Information (Peer Review)
The final draft of the Annotated Bibliography is due at the end of Week 8	
Week 9	Community Problems
Week 10	Community Problem Report: Writing Processes
The rough draft of the Community Problem Report is due at the end of Week 10	
Week 11	Writing to Persuade (Peer Review)
The final draft of the Community Problem Report is due at the end of Week 11	
Week 12	Visual Argument
Week 13	Visual Argument Workshops
Week 14	The Opinion Piece: Writing to Enact Change
The final draft of the Visual Argument is due at the end of Week 14	
Week 15	Visual Argument Presentations
Finals Week	The final draft of the Opinion Piece is due by midnight on Wednesday, May 14th.