

<b>Semester:</b>	Fall 2014
<b>Course Section &amp; CRN:</b>	RWS 1301, 17504
<b>Days/Time:</b>	MWF/10:30-11:20
<b>Place:</b>	UGLC 234
<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>	MWF 11:30-12:20, MW 1:30-2:30pm, and by appointment

## Course Description

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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 RWS 1301, 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, you 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, rhetorical situation, critical self-reflection, and information literacy.

## Course Enhancements: Information Literacy and Learning Community

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**Information Literacy:** 21<sup>st</sup>-century academic writing places a premium on information literacy, which is "the set of skills needed to find, retrieve, analyze, and use information" (ALA, 2014). Through a grant from the UTEP Library, this course will implement a number of information literacy features in collaboration with Les Arms, our partner librarian. These will include library workshops focused on specific skills, an online "Ask a Librarian" discussion board through which you can ask Ms. Arms questions, an Annotated Bibliography mini-assignment, and multiple other activities and assignment tie-ins. Your engagement with information literacy will play a large role in determining your success in this course.

**Learning Community:** This course will feature a second major enhancement designed to provide you with a more integrated and successful learning experience. As part of a learning community with Professor Varela's UNIV 1301 course (CRN: 13583), this course will give you an opportunity to develop a stronger sense of community with your classmates, and to experience a greater sense of continuity between your classes. In particular, this class's assignments will invite you to further explore your service learning project for Ms. Varela's class and to build your information literacy skills in the context of two interrelated classes.

## Learning Outcomes

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

- Engage as a community of writers who dialogue across texts, argue, and build on each other's work.
- 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.
- Design a research objective and plan, and integrate information to accomplish the planned objective.
- Access information and demonstrate an understanding of how to use library resources.
- Evaluate sources and information critically.
- Identify and integrate primary sources.
- Use information ethically and legally with appropriate citations.

## Required Texts and Materials

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- Wardle, E., & Downs, D. (Eds.). (2014). *Writing about writing: A college reader* (2<sup>nd</sup> ed.). Boston, MA: Bedford St. Martin's.
  - Readings and online journal responses should be completed before the start of class on days for which they are assigned. Our reading discussions will play an important role in the class and will relate directly to major assignments.
- Department of English. (2014). *A Guide to First Year Composition* (17<sup>th</sup> ed.).
  - This is an ebook available through the UTEP Bookstore or online at [http://www.brytewave.com/Cafescribe\\_to\\_Brytewave.html](http://www.brytewave.com/Cafescribe_to_Brytewave.html) or <http://www.brytewave.com/>. Please be certain to purchase the 17<sup>th</sup> edition.
- 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.

## Assignments

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**This section provides an overview of assignments for the class. Specific instructions are on Blackboard.**

**E-Portfolio:** You will collect every major assignment in an online writing portfolio, in which you will also reflect on your progress through the semester. This is an ongoing project that you will work on throughout the semester. **150 points**

**Literacy Narrative:** You will closely examine your own writing process and compare it to the processes of experienced writers in order to develop a greater awareness of your strengths and weaknesses. **150 pts.**

**Discourse Community Ethnography:** You will observe the writing practices of either a course in your major, an organization/business that aligns with your career aspirations, or your service learning project for UNIV 1301 in order to better understand the concept of discourse community. You will then analyze specific examples of communication within the group you choose to observe. **150 pts.**

**Researched Argument and Annotated Bibliography:** You will address a concept or issue relevant to your academic or professional interests, your service learning project for UNIV 1301, or the course readings. You will support your argument with primary and secondary research. You will also compile APA-style reference page citations for 7-10 secondary sources, along with brief annotations evaluating your sources and showing their relevance to your Researched Argument. **200 pts. (150 pts. for RA, 50 pts. for AB)**

**Reading Discussion Journal:** You will reflect on readings by writing journal responses on Blackboard before the beginning of class on days for which readings are assigned. In addition to writing a response of at least 150 words, you will respond to at least one classmate's post by the following Monday at noon. **165 pts.**

**Peer Review Conferences:** In-class peer review conferences will be held for major assignments. During these conferences, you will have time to work with your group mates, and I will personally give you feedback and a tentative grade. Being present for and participating in each session will constitute an important part of your grade. **85 pts.**

**Attendance and Participation in Class:** Your attendance and participation in class will be measured here. This portion of your grade includes additional in-class activities that will be turned in through Blackboard. **100 pts.**

**Grade Distribution (You can earn a total of 1000 points for the course):**

<b>1000-900 = A</b>
<b>899-800 = B</b>
<b>799-700 = C</b>
<b>699-600 = D</b>
<b>599 and below = F</b>

## **Policies**

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**Feedback:** I will provide you with feedback in class for your first draft of each major assignment if you submit it by the stated deadline. If you do not submit a draft of a major assignment before this deadline, your ceiling for that assignment will become the equivalent of 89 out of 100 points if you submit it prior to the deadline for optional second drafts.

During our peer review conference, I will give you a tentative grade that you can improve if you revise and resubmit your work once. This approach will allow me to give you nearly immediate feedback in person, giving you more time to focus on revision where necessary and to move forward to the next assignment. **In order to submit an optional second draft for consideration, you must include a clear description of how you revised it on the title page of your new draft** (an example will be posted on Blackboard). Furthermore, **there will be a specific timeframe lasting several weeks during which you can resubmit each assignment once** (see course calendar for details).

**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 assignment dropboxes.

Reading journal responses are due before the beginning of class on days for which readings are assigned. In addition to writing at least 150 words, you 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:** You are expected to attend all class meetings and to participate in discussions and workshops.

**You can miss six (6) classes, which is two weeks' worth of class, prior to the drop deadline before you are dropped from the course.** Two late arrivals will constitute one absence. All absences count equally, both excused and unexcused, unless they are due to a university-sponsored event.

### **Course Drop Deadline: Friday, October 31<sup>st</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:**

- **If you do not submit a draft of a major assignment before the stated deadline, your ceiling for that assignment will become the equivalent of 89 out of 100 points if you submit it by the deadline for resubmissions** (see course calendar for details).
- 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 literacy narrative

pdlaprade literacy narrative revised

**Extra Credit:** You can earn extra credit by visiting 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 and up to 20 total points. To receive credit, bring me your UWC visit sheets.

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 you understand any writing assignment and help you 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. You must demonstrate that you have read the assignment and your 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 you 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 you have access to the Internet from home and are comfortable using a computer. If you do not have access, you can get it through the university.

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 vary. Major assignments will be submitted online, and not having access to a computer will not be an excuse for incomplete or late assignments.

Technical problems are also not an excuse for work that is late or missing. You will need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with computer problems.

**Instructions for Accessing Your Course Online:** You must have a UTEP email ID and password to 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**.

**Course content will be delivered via Blackboard. You 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 you are 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, which may include expulsion. All work submitted must be original, and you may not submit graded work from another course.

Forms of academic dishonesty include the following: 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).

**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. You are responsible for presenting me any DSS accommodation letters and instructions.

## Calendar

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This calendar is subject to change as needed. Attend class and check Blackboard to confirm assignment deadlines.

	<b>To be read before class</b>	<b>Library workshops, conferences, and holidays</b>	<b>Major assignment due dates and optional second draft deadlines</b>
<b>Week 1 Aug 25</b>			
<b>W</b>			
<b>F</b>	“Introduction to the Conversation” (1-11)		
<b>Week 2 Sep 1</b>		No Class: Labor Day	
<b>W</b>	“Literacies” (40-42), Alexie (128-132)		
<b>F</b>	Malcom X (119-127)		
<b>Week 3 Sep 8</b>			
<b>W</b>	“Processes” (488-491), Sommers (576-589)		
<b>F</b>	Lamott (527-531)		
<b>Week 4 Sep 15</b>		Library Workshop 1: Intro, Plagiarism and APA	
<b>W</b>	Rose (532-546)		

<b>F</b>			
<b>Week 5 Sep 22</b>			Monday: Literacy Narrative Due
<b>W</b>		Peer Review Conference	
<b>F</b>		Peer Review Conference	
<b>Week 6 Sep 29</b>	“Individual in Community” (212-214), Swales (215-229)		
<b>W</b>			
<b>F</b>	Kain and Wardle (273-283)		
<b>Week 7 Oct 6</b>			
<b>W</b>	Porter (395-409)		
<b>F</b>		No Class: DCE Observation Day	
<b>Week 8 Oct 13</b>			
<b>W</b>	“Rhetoric” (318- 324), Aristotle ( <a href="http://classics.mit.edu/Aristotle/rh">http://classics.mi t.edu/Aristotle/rh</a> )		



	<a href="#">etoric.1.i.html</a> ; Parts 2 and 3)		
<b>F</b>			
<b>Week 9 Oct 20</b>	Grant-Davie (347-364)		
<b>W</b>			
<b>F</b>			
<b>Week 10 Oct 27</b>			Monday: Discourse Community Ethnography Due
<b>W</b>		Peer Review Conference	
<b>F</b>		Peer Review Conference; Friday, <b>October 31<sup>st</sup></b> : Drop Deadline	Friday: Deadline for Optional Literacy Narrative Second Drafts
<b>Week 11 Nov 3</b>	Greene (27-39)		
<b>W</b>		Library Workshop 2: Catalog and Citation Managers	
<b>F</b>			
<b>Week 12 Nov 10</b>		Library Workshop 3: Databases and E-Journals	

<b>W</b>	Penrose and Geisler (Blackboard)		
<b>F</b>			Friday: Deadline for Optional DCE Second Drafts
<b>Week 13 Nov 17</b>			
<b>W</b>			
<b>F</b>			
<b>Week 14 Nov 24</b>			
<b>W</b>			
<b>F</b>		No Class: Thanksgiving	Friday: Researched Argument and Annotated Bib Due
<b>Week 15 Dec 1</b>		Peer Review Conference	
<b>W</b>		Peer Review Conference	
<b>F</b>		No Class: Dead Day	
<b>Finals Dec 8</b>			Monday: Deadline for Optional Researched Argument Second Drafts; Friday: Portfolio Due