RWS 1301: Rhetoric & Composition I

Semester:	Spring 2015
Course Section & CRN:	RWS 1301, 26273 (crosslisted with ENGL 1311, 23166)
Days/Time:	MWF/10:30-11:20
Place:	UGLC 234
Instructor:	Paul LaPrade
Email:	Blackboard Email
	(If Bb is down you can reach me at pdlaprade@utep.edu.)
Office:	Worrell 110
Office Hours:	MWF 11:40-1:20, or by appointment

Course Description

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.

Information Literacy Course Enhancement

21st-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. Your engagement with information literacy will play a large role in determining your success in this course.

Learning Outcomes

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

- ➢ Wardle, E., & Downs, D. (Eds.). (2014). *Writing about writing: A college reader* (2nd 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). *Student Guide to Undergraduate Rhetoric and Writing Studies* (17th ed.).
    - • This is an ebook available through the UTEP Bookstore or online at http://www.brytewave.com/.
- ➢ 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

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. **100 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 or an organization/business that aligns with your career aspirations 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. **200 pts.**

Researched Argument: You will address a concept or issue relevant to your academic or professional interests, or within the field of Rhetoric and Writing Studies. You will support your argument with primary and secondary research. **200 pts.**

Reading Journal: You will reflect on readings by writing journal responses on Blackboard before the beginning of class on days for which readings are assigned. **165 pts.**

Peer Review Conferences: In-class peer review conferences will be held for major assignments. During these conferences, you will have time to share your feedback 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. **60 pts.**

Attendance and Participation in Class: Your attendance and participation in class will be measured here. This portion of your grade includes in-class activities that will be turned in through Blackboard. **125 pts.**

Grade Distribution (You 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

Policies

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 checklist for that week, including information about readings and assignment reminders.

Reading journal responses are due before the beginning of class on days for which readings are assigned. These journals are a space in which you can reflect on readings while making connections 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 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: Monday, April 6^{th*}
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 due date for optional second drafts (see course calendar for details). Late work will no longer be accepted past this second due date.**
➢ 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. Written 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.

Technology and RWS 1301: 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 915.747.5257.**

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 Center for Accommodations and Support Services (CASS) at 915.747.5148 or cass@utep.edu. CASS is located in Room 106, Union East Bldg. You are responsible for presenting me any CASS accommodation letters and instructions.

Calendar

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

	To be read before class	**Library workshops, conferences, and holidays**	**Due dates for major assignments and optional second drafts**
Week 1 Jan 19		No Class: Martin Luther King, Jr. Day	
W			
F			
Week 2 Jan 26	"Introduction to the Conversation" (1-11)		
W	"Literacies" (40-42), Alexie (128-132)		
F	Malcom X (119-127)		
Week 3 Feb 2			
W	"Processes" (488-491), Sommers (576-589)		
F	Lamott (527-531)		
Week 4 Feb 9		Library Workshop 1: Intro, Plagiarism, and APA	

W	Rose (532-546)		
F			**Sunday, Feb 15ᵗʰ: Literacy Narrative Due**
Week 5 Feb 16			
W		Peer Review Conference	
F		Peer Review Conference	
Week 6 Feb 23	"Individual in Community" (212-214), Swales (215-229)		
W			
F	Kain and Wardle (273-283)		
Week 7 Mar 2			
W	Porter (395-409)		
F		No Class: DCE Observation Day	
Spring Break Mar 9	Have fun,	be safe,	and occasionally give serious consideration to working on your DCE!

Week 8 Mar 16			
W	"Rhetoric" (318-324), Aristotle (http://classics.mit.edu/Aristotle/rhetoric.1.i.html; Parts 2 and 3)		
F			
Week 9 Mar 23	Grant-Davie (347-364)		
W			
F			**Friday, March 27th: Discourse Community Ethnography Due**
Week 10 Mar 30		Peer Review Conference	
W		Peer Review Conference	
F		No Class: Spring Study Day	**Friday, April 3rd: Optional Literacy Narrative Second Drafts Due**
Week 11 Apr 6	Greene (27-39)		
W		Library Workshop 2: Catalog and Citation Managers	
F			

Week 12 Apr 13	Penrose and Geisler (Blackboard)	Monday, April 6th: Drop Deadline	
W			
F			**Friday, April 17th: Optional DCE Second Drafts Due**
Week 13 Apr 20		Library Workshop 3: Databases and E-Journals (Library 204A)	
W			
F			
Week 14 Apr 27			
W			
F			**Friday, May 1st: Researched Argument Due**
Week 15 May 4		Peer Review Conference	
W		Peer Review Conference	
F		No Class: Dead Day	

Finals May 11			Monday, May 11th: Optional Researched Argument Second Drafts Due; Friday, May 15th: E-Portfolio Due

(It bothers me too that I couldn't get this box to fit on the last page.)