



# RWS 1301

10:30 AM, MWF | UGLC 230  
SPRING 2019 | CRN 24110

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**office hours.** MWF 1:40-3:10 PM  
& by appointment

## Course Description

The goal of Rhetoric and Writing Studies 1301 is to develop students’ critical thinking skills in order to facilitate effective communication in educational, professional, and social contexts. 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. This course is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. It offers you a curriculum that empowers you to determine the most effective rhetorical strategies, arrangements, and media to use in different rhetorical contexts.

## Course Outcomes

Throughout this course, students will

- 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 a 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 the writing task in its various phases.
- Engage in reflection about their own learning.

This course is also designed to promote your overall success, inside and outside the classroom. The coursework will help you to improve in key areas such as Communication, Confidence, Critical Thinking, Leadership, Problem Solving, Social Responsibility, and Teamwork. To find out more about the university’s plan to improve student engagement and learning, visit the [UTEP Edge](#).







**Academic Integrity:** Students are expected to uphold the highest standards of academic integrity. Academic dishonesty is NEVER tolerated by UTEP or the First-Year Composition Program. All cases are reported to the Office of Student Conflict and Conduct Resolution for adjudication. All work submitted must be original; students may not submit graded work from another course. Forms of academic dishonesty include plagiarism, collusion, and cheating. Read more at <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

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**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](mailto:cass@utep.edu). CASS is located in Room 106, Union Building East. You are responsible for presenting me any CASS accommodation letters and instructions.

**Calendar**

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

**Reading Key: WaW=Writing about Writing; HB=The First-Year Composition Handbook**

<b>Week 1: January 21<sup>st</sup>—25<sup>th</sup></b>	
<b>January 21<sup>st</sup></b>	<b>UNIVERSITY CLOSED:</b> Martin Luther King, Jr. Holiday
<b>January 23<sup>rd</sup></b>	Welcome to class!
<b>January 25<sup>th</sup></b>	
<b>Week 2: January 28<sup>th</sup>—February 1<sup>st</sup></b>	
<b>January 28<sup>th</sup></b>	<b>1)</b> "Only Daughter" (WaW pp. 101-105); <b>2)</b> "Literacies: How Is Writing Impacted by Our Prior Experiences?" (WaW pp. 64-67); <b>3)</b> Discourse Community Ethnography Guidelines (HB pp. 105-116)
<b>January 30<sup>th</sup></b>	<b>1)</b> "Introduction to the Conversation," "Threshold Concepts of Writing," & "Using This Book" (WaW pp. 1-15, 56-57); <b>2)</b> "An Introduction to FYC Studies" (HB pp. 1-15)
<b>Literacy Narrative Activity due Wednesday, January 30<sup>th</sup> at 11:59 PM.</b>	
<b>February 1<sup>st</sup></b>	
<b>Week 3: February 4<sup>th</sup>—8<sup>th</sup></b>	
<b>February 4<sup>th</sup></b>	Excerpt from "The Concept of Discourse Community" (WaW pp. 215-217, 220-224): "Framing the Reading," "Getting Ready to Read," "2.3 A Conceptualization of Discourse Community," & "2.4 An Example of a Discourse Community"
<b>February 6<sup>th</sup></b>	<b>1)</b> "Intertextuality and the Discourse Community" (WaW pp. 542-558); <b>2)</b> "Individual in Community: How Does Writing Help People Get Things Done?" (WaW pp. 270-273)
<b>February 8<sup>th</sup></b>	"Shitty First Drafts" (WaW pp. 852-857)
<b>Week 4: February 11<sup>th</sup>—15<sup>th</sup></b>	
<b>February 11<sup>th</sup></b>	<b>Library Workshop 1;</b> "Documenting Styles and Avoiding Plagiarism" (HB pp. 61-78)
<b>February 13<sup>th</sup></b>	<b>1)</b> "Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer's Block" (WaW pp. 787-802); <b>2)</b> Processes: How Are Texts Composed? (WaW pp. 706-710)
<b>February 15<sup>th</sup></b>	E-Portfolio/Blog Guidelines (HB pp. 92-96, 102-104)
<b>Week 5: February 18<sup>th</sup>—22<sup>nd</sup></b>	
<b>February 18<sup>th</sup></b>	
<b>February 20<sup>th</sup></b>	"Coaches Can Read, Too: An Ethnographic Study of a Football Coaching Discourse Community" (WaW pp. 383-394)
<b>February 22<sup>nd</sup></b>	Website Analysis and Group Presentation Guidelines (HB pp. 128-132)
<b>Major Assignment: Discourse Community Ethnography due Friday, February 22<sup>nd</sup> at 11:59 PM.</b>	
<b>Week 6: February 25<sup>th</sup>—March 1<sup>st</sup></b>	
<b>February 25<sup>th</sup></b>	
<b>February 27<sup>th</sup></b>	<b>1)</b> "Rhetoric: How Is Meaning Constructed in Context?" (WaW pp. 447-456); <b>2)</b> Excerpt from "Rhetoric: Making Sense of Human Interaction and Meaning-Making" (WaW pp. 457-460; pp. 468-474 (start with "Knowledge making"); pp. 479-480 (start with "Summing Up"))
<b>March 1<sup>st</sup></b>	

Week 7: March 4 <sup>th</sup> —8 <sup>th</sup>	
<b>March 4<sup>th</sup></b>	
<b>March 6<sup>th</sup></b>	“Threshold Concepts That Assist Academic Reading and Writing,” (WaW pp. 16-29)
<b>March 8<sup>th</sup></b>	Annotated Bibliography Guidelines (HB pp. 142-152); Global Issues Report Guidelines (HB pp. 153-160)
Week 8: March 11 <sup>th</sup> —15 <sup>th</sup>	
<b>March 11<sup>th</sup></b>	Website Analysis Group Presentations
<b>Major Assignment: Website Analysis and Group Presentation due in class on Monday, March 11<sup>th</sup>.</b>	
<b>March 13<sup>th</sup></b>	"Argument as Conversation" (WaW pp. 31-43)
<b>March 15<sup>th</sup></b>	“Stasis Theory” ( <i>Mere Rhetoric</i> podcast episode: <a href="https://mererhetoric.libsyn.com/stasis-theory-new-and-improved">https://mererhetoric.libsyn.com/stasis-theory-new-and-improved</a> )
SPRING BREAK: March 18 <sup>th</sup> —22 <sup>nd</sup>	
<b>March 18<sup>th</sup>—March 22<sup>nd</sup></b>	Get some rest!
Week 9: March 25 <sup>th</sup> —29 <sup>th</sup>	
<b>March 25<sup>th</sup></b>	<b>Library Workshop 2;</b> “Primary Research” & “Secondary Research” (HB pp. 43-60)
<b>March 27<sup>th</sup></b>	“I Stand Here Writing” (WaW pp. 212-222)
<b>March 29<sup>th</sup></b>	<b>NO CLASS:</b> Cesar Chavez Holiday
Week 10: April 1 <sup>st</sup> —5 <sup>th</sup>	
<b>April 1<sup>st</sup></b>	“Dissoi Logoi” ( <i>Mere Rhetoric</i> podcast episode: <a href="http://mererhetoric.libsyn.com/dissoi-logoi">http://mererhetoric.libsyn.com/dissoi-logoi</a> )
<b>April 3<sup>rd</sup></b>	“Revision Strategies of Student Writers and Experienced Adult Writers” (WaW pp. 858-872)
<b>April 5<sup>th</sup></b>	Public Service Announcement Guidelines (HB pp. 161-162, 167-171); Visual Argument Presentation Guidelines (HB pp. 172-176)
<b>Major Assignment: Annotated Bibliography due Friday, April 5<sup>th</sup> at 11:59 PM</b>	
Week 11: April 8 <sup>th</sup> —12 <sup>th</sup>	
<b>April 8<sup>th</sup></b>	
<b>April 10<sup>th</sup></b>	Excerpt from “Argument as Emergence, Rhetoric as Love” (Parts 2, 3, 5, 7, & 8; pp. 604-613)
<b>April 12<sup>th</sup></b>	
Week 12: April 15 <sup>th</sup> —19 <sup>th</sup>	
<b>April 15<sup>th</sup></b>	
<b>April 17<sup>th</sup></b>	
<b>April 19<sup>th</sup></b>	
<b>Major Assignment: Global Issues Report due Friday, April 19<sup>th</sup> at 11:59 PM</b>	
Week 13: April 22 <sup>nd</sup> —26 <sup>th</sup>	
<b>April 22<sup>nd</sup></b>	“Selfe: Technology and Literacy in the 21 <sup>st</sup> Century” ( <i>Mere Rhetoric</i> podcast episode: <a href="https://mererhetoric.libsyn.com/self-technology-and-literacy-in-the-21st-century">https://mererhetoric.libsyn.com/self-technology-and-literacy-in-the-21st-century</a> )
<b>April 24<sup>th</sup></b>	
<b>April 26<sup>th</sup></b>	
Week 14: April 29 <sup>th</sup> —May 3 <sup>d</sup>	
<b>April 29<sup>th</sup></b>	

<b>May 1<sup>st</sup></b>	
<b>May 3<sup>rd</sup></b>	
<b>Week 15: May 6<sup>th</sup> — 10<sup>th</sup></b>	
<b>May 6<sup>th</sup></b>	
<b>Major Assignment: Public Service Announcement due Tuesday, May 7<sup>th</sup> at 11:59 PM</b>	
<b>May 8<sup>th</sup></b>	Visual Argument Group Presentations
<b>Major Assignment: Visual Argument Presentation due in class on Wednesday, May 8<sup>th</sup></b>	
<b>May 10<sup>th</sup></b>	<b>NO CLASS: Dead Day</b>
<b>Finals Week: May 13<sup>th</sup> — 17<sup>th</sup></b>	
<b>Major Assignment: E-Portfolio/Blog due Friday, May 17<sup>th</sup> at 11:59 PM</b>	