

RWS 1301

11:30 AM, MWF | UGLC 230
SPRING 2019 | CRN 24111

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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

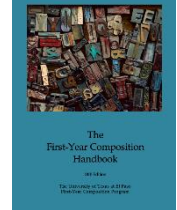
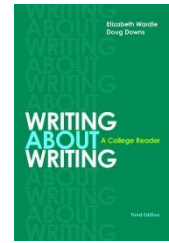
- Understand a theory of discourse communities.
- Engage as a community of writers who dialogue across texts, argue, and build on each other's work.
- Draw on existing knowledge bases to create "new" or "transformed" knowledge.
- Develop a knowledge of genres as they are defined and stabilized within 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](#).



Course Materials

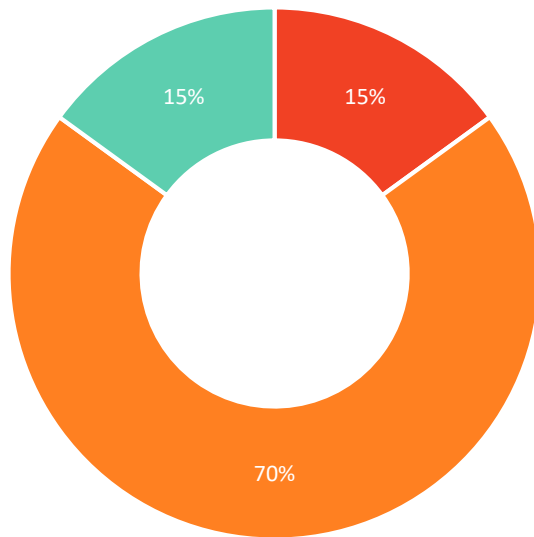
- Wardle, E., & Downs, D. (Eds.). (2016). *Writing about writing: A college reader* (3rd ed.). Boston, MA: Bedford St. Martin's. ISBN 978-1319032760.
- Fourzan, J. (2018). *The first-year composition handbook* (18th ed.). ISBN 9781732611207.
 - This is an e-book available only through the UTEP bookstore. Use this link to purchase it: <https://bit.ly/2B7GaP5>
- Cloud service or flash drive to save your coursework files; Google Drive and Dropbox are two excellent free services for saving work. **Please keep all of your essays until final grades are posted for the Fall semester.**



Course Assignments

Grade Breakdown

■ Journals ■ Major Assignments ■ Activities & Participation



RWS 1301 is graded on a scale of 0-1000. The course assignments are outlined below. Please note that specific instructions will be provided on Blackboard, in *The First-Year Composition Handbook*, and in class.

1. **Journals:** You will reflect on readings by writing journal responses on Blackboard. These reading journals will serve as a springboard for our discussion of each reading. *150 points.*
2. **Activities & Participation:** You will engage in a series of in-class activities that build toward major assignments. Attendance, participation, and peer-review activities will also contribute to this portion of your course grade. *150 points.*
3. **Major Assignments:** The major assignments are as follows (*700 total points*):
 - a. **Discourse Community Ethnography:** You will study the communication practices of a community and consider how well it meets

the criteria for discourse communities set forward by John Swales in “The Concept of Discourse Community.” *100 points*

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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Military Student Success Center: If you are a military student (veteran, dependent, active), consider visiting the Military Student Success Center at Library Room 205 or online at <https://www.utep.edu/student-affairs/mssc/>. Please inform me if you need special accommodations. If you make me aware of a complication, I will work to assist you or put you in contact with university staff who are trained to assist you.

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 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

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

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

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