

RWS 1302

12:00 – 1:20 PM, THURSDAY | UGLC 232
SPRING 2020 | CRN 23839

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office hours. TWR 1:40 – 3:10 PM
& by appointment

Course Description

The primary goal of RWS 1302 is to develop students’ critical thinking skills in order to facilitate effective communication in a variety of professional and civic contexts. This effective communication is based on an awareness of and appreciation for subject matter, genre, rhetorical strategy, and writing process. The class teaches students a systematic approach for analyzing rhetorical situations, then producing a variety of documents and presentations while gaining confidence and fluency in visual and written communication. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.

Course Outcomes

At the end of this course, students will be able to

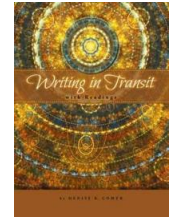
- Draw on existing knowledge bases to create “new” or “transformed” knowledge.
- Develop a knowledge of genres and rhetorical situations.
- Refine their writing processes; engage in reflection about their own learning.
- Formulate research questions; perform primary and secondary research to answer those questions.
- Engage with the research process by applying research to various genres.
- Analyze and synthesize material from outside sources.
- Master documentation within a discipline (APA).
- Learn writing strategies for integrating source material into prose.

This course is also designed to promote your overall success, inside and outside the classroom, through growth in key areas such as communication, confidence, critical thinking, leadership, problem solving, social responsibility and teamwork. To learn more about the University’s plan to improve student engagement and learning, visit the [UTEP Edge](#).



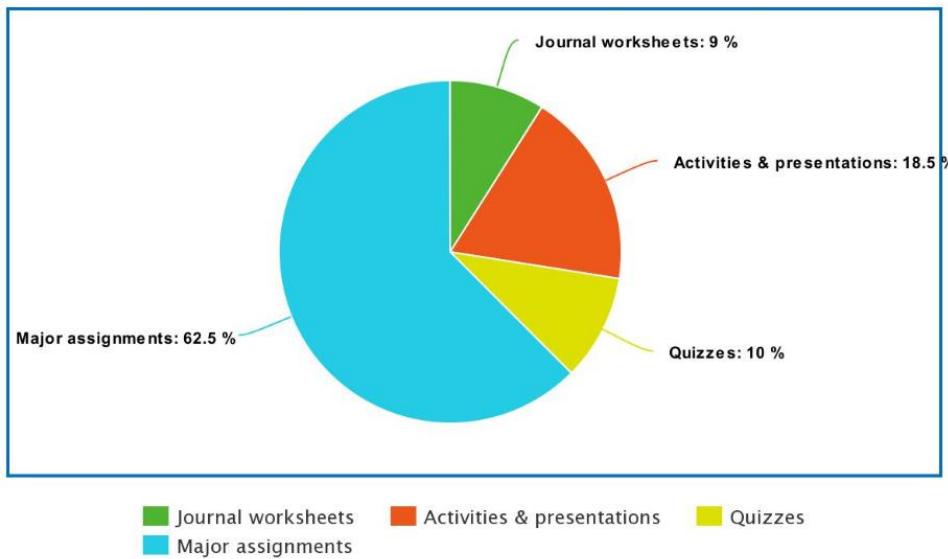
Course Materials

- Comer, D. K. (2017). *Writing in transit*. Southlake, TX: Fountainhead Press. ISBN: 9781680366365.
- Bossie, R., & LaPrade, P. (2019). *The first-year composition handbook* (19th ed.). ISBN: 9781732611214.
 - This is an e-book available through the RedShelf platform:
<https://www.redshelf.com/>
- Additional sources will be posted on Blackboard.
- 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 coursework until final grades are posted for the semester.**



Course Assignments

RWS 1302 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. **Journal worksheets:** You will engage with a variety of sources by completing brief journal worksheets, which will serve as a springboard for in-class discussions. *90 points.*

2. **Activities and presentations:** You will complete a series of activities that build toward major assignments. *185 points.*

3. **Quizzes:** You will demonstrate an understanding of key concepts by completing 10 quizzes on class readings. *100 points.*

4. **Major assignments:** The major assignments are as follows: *(625 total points):*

Assignment #1: Genre Analysis: You will provide an in-depth analysis of the rhetorical strategies and genre conventions of two different sources. *125 points.*

Assignment #2: Literature Review/Research Report: You will construct an extensive research report on 3-4 research questions. *200 pts.*

Assignment #3: Documentary Film or OER Video: You will collaborate with classmates to create a 4-6-minute Documentary Film or Open Education Resource Video. 200 points.

Assignment #4: Extended Professional E-Portfolio: You will reflect on your experiences in this course through an online writing portfolio. If you completed an E-Portfolio in RWS 1301, you will add on to it. 100 points.

Grade Distribution

1000-900 = A

899-800 = B

799 -700 = C

699- 600 = D

599 and below = F

Classroom Policies

Hybrid format: This course is taught as a hybrid class—with one weekly face-to-face meeting, and the rest of the course being delivered online through Blackboard. Thus, it is vital for you to regularly check your UTEP email and course content.

In view of this hybrid format, please allocate sufficient time for the online portion of this class. The general rule for all classes is that students spend 2 hours working outside of class for each class credit. Because this is a 3-hour class, expect to spend 6 hours conducting research and writing each week; since the class only meets for 1.5 hours a week, add the additional 1.5 hours to those 6 hours for a total of 7.5 hours.

This course is technology enhanced, and all of the supplementary material for the class will be delivered via Blackboard. If home internet access is not possible, arrangements can be made to use a computer regularly on campus at one of the following computer labs:

https://www.utep.edu/technologysupport/ServiceCatalog/COMP_ComputerPrintingLabs.html

Attendance: Due to this course’s hybrid format, attending each weekly class session is an essential requirement for this class. Because this class only meets once a week, **if you are absent for more than two classes, you may be dropped from the course.**

Late Work: For major assignments, I accept late work for 12 hours after the assigned due date. Group presentations must be delivered in class on the assigned due date.

Project Format: All projects will be turned in through the Blackboard weekly modules. Written assignments should be double-spaced, in 12-point Times New Roman or a font of similar size. Please submit assignments in .doc or .docx format (and not .pages format).

Extra Credit @ The University Writing Center: You can earn extra credit by visiting the Writing Center, either in person or online at uwc.utep.edu. Each visit counts for 4 points, for up to 40 total points. To receive extra credit, bring me your UWC visit sheets.

Course Drop Deadline: April 3rd, 2020

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.”

Reading(s) due by the end of the week	Read "Summary" (WiT, pp. 177-206). Watch the following brief videos from the RWS 1302 Research Guide: "Introduction to Online Databases," "Search Strategies for Finding Articles," "Encore Compiling Your Sources: Books," & "Compiling Your Sources: E-Books" (Bb).	Friday at 11:59 PM. (Quiz next week.)
Journal Worksheet #6	Analysis of "NIMH Experiment"	<i>By the beginning of this week's class.</i>
Activity #6	Preliminary research	<i>In-class activity.</i>
Looking Ahead: Week 9 Activity	Mini Annotated Bibliography	Sunday of Week 9 (after Spring Break) at 11:59 PM.
Spring Break!		
Week 9—March 23^d-29th		
Reading(s) due by the end of the week	Read "Synthesis" (WiT, pp. 221-251).	Friday at 11:59 PM.
Activity #7	Engaging with sources	<i>In-class activity.</i>
Quiz #7	Quiz on "Summary" (Week 8 reading) and "Synthesis"	Friday at 11:59 PM.
Activity #8	Mini Annotated Bibliography	Sunday at 11:59 PM.
Week 10—March 30th-April 5th		
Reading(s) due by the beginning of class	Watch "Why Women Are Quitting Their Side Hustle: Leaving Lularoe" (Bb) (29:38 minutes).	<i>By the beginning of this week's class.</i>
Reading(s) due by the end of the week	Read "Choosing and Integrating Evidence: Quotes, Paraphrases, Visual Materials, and Data" (WiT, pp. 464-494).	Friday at 11:59 PM.
Journal worksheet #7	Primary research and "Leaving Lularoe"	<i>By the beginning of this week's class.</i>
Quiz #8	Quiz on "Choosing and Integrating Evidence"	Friday at 11:59 PM.
Activity #9	Primary research plans	Sunday at 11:59 PM.
Week 11—April 6th-12th		
Reading(s) due by the beginning of class	Watch The Garden (1 hr 20 min)	<i>By the beginning of this week's class.</i>
Reading(s) due by the end of the week	Read "Constructing Arguments" (WiT, pp. 399-424)	Friday at 11:59 PM.
Journal worksheet #8	Analysis of <i>The Garden</i>	<i>By the beginning of this week's class.</i>
Activity #10	Placing sources in conversation	<i>In-class activity.</i>

Quiz #9	Quiz on “Constructing Arguments”	Friday at 11:59 PM.
Looking Ahead: Assignment #2	Literature Review/Research Report	Next Sunday at 11:59 PM.
Week 12—April 13th-19th		
Reading(s) due by the beginning of class	Read "Documentary Assignment Guidelines" (HB, pp. 273-282) and "Open Education Resource Video Assignment Guidelines (HB, pp. 283-286).	<i>By the beginning of this week's class.</i>
Activity #11	Preliminary Documentary/OER Video outline	<i>In-class activity.</i>
Assignment #2	Literature Review/Research Report	Sunday at 11:59 PM.
Week 13—April 20th-26th		
Reading(s) due by the beginning of class	Watch <i>Bag It</i> (Bb) (1 hr 19 min).	<i>By the beginning of this week's class.</i>
Reading(s) due by the end of the week	Read “Framing Arguments” (WiT, pp. 335-358).	Friday at 11:59 PM.
Journal worksheet #9	Analysis of <i>Bag It</i>	<i>By the beginning of this week's class.</i>
Quiz #10	Quiz on “Framing Arguments”	Friday at 11:59 PM.
Week 14—April 27th-May 3rd		
Reading(s) due by the beginning of class	Read "Extended Professional E-Portfolio Assignment Guidelines" (HB, pp. 205-211).	<i>By the beginning of this week's class.</i>
Activity #12	Setting up your E-Portfolio	Sunday at 11:59 PM.
Looking Ahead: Assignment #3	Documentary/OER Video	<i>By the beginning of next week's class.</i>
Week 15—May 4th-10th		
In-Class Presentation	Group presentation of Documentary/OER Video	<i>In-class presentation.</i>
Assignment #3	Documentary Film/OER Video	Monday at 11:59 PM.
Looking Ahead: Assignment #4	E-Portfolio	Next Friday at 11:59 PM.
Finals Week—May 11th-15th		
Assignment #4	E-Portfolio	Friday at 11:59 PM.