

# RWS 1302

12:00 – 1:20 PM, WEDNESDAY | UGLC 232  
SPRING 2020 | CRN 23838

**instructor.** Paul LaPrade  
**email.** Blackboard email  
**back-up.** pdlaprade@utep.edu  
**office.** Hudspeth 310  
**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](#).



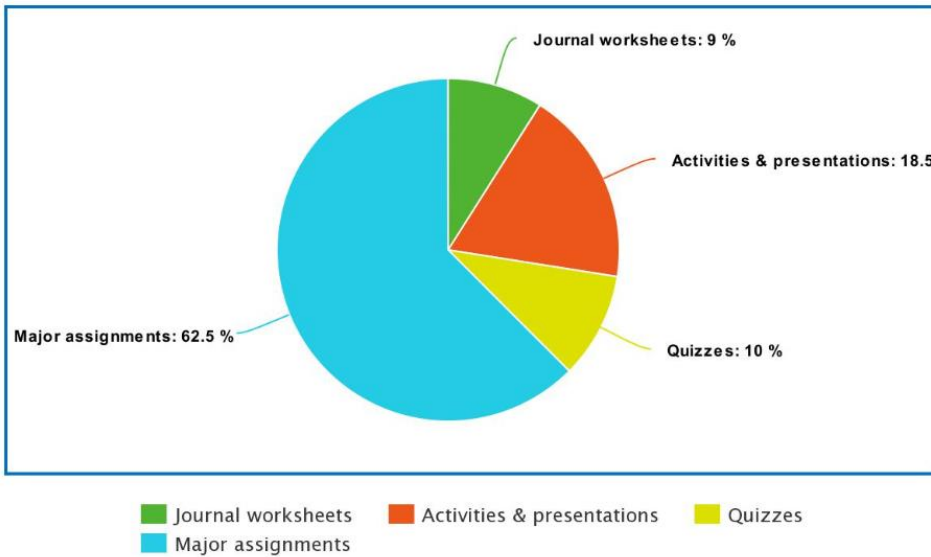
Course Materials

- Comer, D. K. (2017). *Writing in transit*. Southlake, TX: Fountainhead Press. ISBN: 9781680366365.
- Bossie, R., & LaPrade, P. (2019). *The first-year composition handbook* (19<sup>th</sup> 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.*



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.

**Class Conduct:** Treat your classmates and your professor with respect.

**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>

**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.

**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](mailto:cass@utep.edu). CASS is located in Room 106, Union Building East, or online at <https://www.utep.edu/student-affairs/cass/>. You are responsible for presenting me with any CASS accommodation letters and instructions.

**Calendar**

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

Reading Key: Bb=Blackboard; WiT=Writing in Transit; HB=The First-Year Composition Handbook

<b>Week 1—January 21<sup>st</sup>-26<sup>th</sup></b>		
<b>Reading(s) due by the end of the week</b>	"Dare We Say I?" (Bb) Syllabus (Bb)	Friday, 11:59 PM.
<b>Quiz #1</b>	Syllabus Quiz	Friday, 11:59 PM.
<b>Discussion #1</b>	Introductions	Post by Friday, 11:59 PM; respond to two classmates by Sunday, 11:59 PM.
<b>Week 2—January 27<sup>th</sup>-February 2<sup>nd</sup></b>		
<b>Reading(s) due by the beginning of class</b>	Watch "How to Use Rhetoric to Get What You Want" (Bb) (4:30 minutes). Read "Genre Analysis Assignment Guidelines" (HB, pp. 227-240).	<i>By the beginning of this week's class.</i>
<b>Reading(s) due by the end of the week</b>	Read "Writing as Transfer" (WiT, pp. 1-12).  Consider getting an early start on next week's reading: "Analysis" (WiT, pp. 273-309). I recommend reading pp. 273-287 this week.	Sunday at 11:59 PM.
<b>Quiz #2</b>	Quiz on "Writing as Transfer"	Sunday at 11:59 PM.
<b>Activity #1</b>	Semester topic proposal	Sunday at 11:59 PM.
<b>Week 3—February 3<sup>rd</sup>-9<sup>th</sup></b>		
<b>Reading(s) due by the beginning of class</b>	Watch "My Descent into America's Neo-Nazi Movement--And How I Got Out" (Bb).	<i>By the beginning of this week's class.</i>
<b>Reading(s) due by the end of the week</b>	Read "Analysis" (WiT, p. 157-194).	Friday at 11:59 PM.
<b>Journal Worksheet #1</b>	Analysis of "My Descent into America's Neo-Nazi Movement--And How I Got Out"	<i>By the beginning of this week's class.</i>
<b>Quiz #3</b>	Quiz on "Analysis"	Friday at 11:59 PM.
<b>Activity #2</b>	Genre Analysis sources	Sunday at 11:59 PM.
<b>Week 4—February 10<sup>th</sup>-16<sup>th</sup></b>		
<b>Reading(s) due by the beginning of class</b>	Listen to " <a href="#">Middle Age</a> " (Bb) Read " <a href="#">Regret Is the Price of Free Will</a> " (Bb)	<i>By the beginning of this week's class.</i>
<b>Reading(s) due by the end of the week</b>	Read "Research and Writing as Process, Part 1" (WiT, pp. 37-53, ending at "Drafting across Disciplines")	Friday at 11:59 PM. (Chapter quiz next week.)







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