



# RWS 1301

12:10-2:20 PM, MTWR | UGLC 230  
UTEP PREP—SUMMER 2019 | CRN 36140

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**office.** Hudspeth 310  
**office hours.** MTWR 2:30-3:00 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](#).

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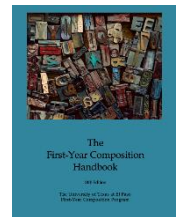
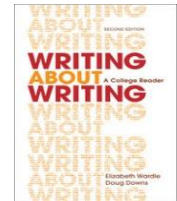


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## Course Materials

- Wardle, E., & Downs, D. (Eds.). (2014). *Writing about writing: A college reader* (2nd ed.). Boston, MA: Bedford St. Martin’s.
- Fourzan, J. (2018). *The first-year composition handbook* (18th ed.). ISBN 9781732611207.
  - This e-book is available at <https://shelf.brytewave.com/#/user/signin>.
  - Click on “Create an Account,” enter your UTEP email address and select “Next,” then enter the required information and select “Create.”
  - After creating your account, enter your code to gain access to the e-book with the cover picture above (on the right).
  - Once you own the book, you can access it by signing in through the link above. To navigate the book, use the “Table of Contents” icon in the lower left corner of the screen.
- 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 work until final grades are posted for the Fall semester.**

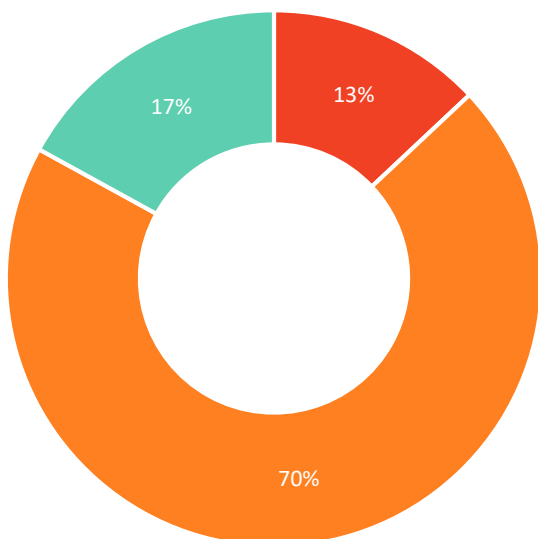


## Course Assignments

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 and in class.

### Grade Breakdown

■ Journals ■ Major Assignments ■ Activities & Participation



1. **Journals:** You will reflect on readings by writing journal responses on Blackboard. These responses will serve as a springboard for our reading discussions. *130 points.*
2. **Activities & Participation:** You will engage in various in-class activities that build toward major assignments. Attendance, participation, and peer-review activities will also contribute to this portion of your course grade. *170 points.*
3. **Major Assignments:** The major assignments are as follows (*700 total points*):
  - a. **Literacy Narrative:** You will examine your literacy experiences and engage with examples of your writing. *150 points.*
  - b. **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.” *250 points.*

- c. **Rhetorical Analysis Group Presentation:** You will deliver an in-class group presentation in which you conduct a detailed rhetorical analysis of a website or other text. *150 points.*
- d. **Literacy Map:** You will create a visual representation of your literacy experiences and goals. *150 points.*

**Grade Distribution**

- 1000-900 = A
- 899-800 = B
- 799 -700 = C
- 699- 600 = D
- 599 and below = F

**Classroom Policies**

**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 learning modules. Written assignments should be double-spaced, in 12-point Times New Roman or a font of similar size. Please submit written 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](http://uwc.utep.edu). Each visit counts for 2.5 points towards the final score of a major assignment, for up to 5 points per assignment and up to 20 total points. To receive extra credit, bring me your UWC visit sheets.

Summer Hours: Monday-Friday: 10:00 a.m.— 4:00 p.m.  
Summer Online Consulting Hours: Monday-Friday: 10:00 a.m.— 3:00 p.m.

**Attendance:** Satisfactory attendance is important for your academic success and is a course requirement. You are expected to attend class on time and to be prepared. Unsatisfactory attendance consists of absences, tardiness, leaving the classroom early, or coming to class unprepared to participate. Attendance is taken daily. Excessive absences and tardiness will affect your overall grade. As a UTEP Prep participant, your attendance is critical to your program success; after two absences you will be reported to the UTEP Prep program and your continued participation may be in jeopardy.

**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. 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; Bb=Blackboard; HB=The First-Year Composition Handbook**

<b>Week 1: Literacy—July 1<sup>st</sup> – 4<sup>th</sup></b>	
July 1 <sup>st</sup>	First day of class!
July 2 <sup>nd</sup>	<b>1)</b> "Only Daughter" (Bb); <b>2)</b> "Literacies" (WaW pp. 40-42); <b>3)</b> Literacy Narrative Guidelines (Bb)
July 3 <sup>rd</sup>	"Excerpt from <i>Bootstraps: From an American Academic of Color</i> " (WaW pp. 107-118)
July 4 <sup>th</sup>	<b>UNIVERSITY CLOSED:</b> Independence Day Holiday
<b>Week 2: Discourse Communities—July 8<sup>th</sup> – 11<sup>th</sup></b>	
July 8 <sup>th</sup>	Discourse Community Ethnography Guidelines (Bb)
<b>Major Assignment: Literacy Narrative due Monday, July 8<sup>th</sup> at 11:59 PM.</b>	
July 9 <sup>th</sup>	<b>1)</b> Excerpt from Swales (WaW pp. 215-229): "Framing the Reading," "Getting Ready to Read," "2.3 A Conceptualization of Discourse Community," & "2.4 An Example of a Discourse Community"; <b>2)</b> "Individual in Community" (WaW pp. 212-214)
July 10 <sup>th</sup>	"Documenting Styles and Avoiding Plagiarism" (HB pp. 61-78)
July 11 <sup>th</sup>	"Intertextuality and the Discourse Community" (WaW pp. 395-409)
<b>Week 3: Writing Processes— July 15<sup>th</sup> – 18<sup>th</sup></b>	
July 15 <sup>th</sup>	
July 16 <sup>th</sup>	<b>1)</b> "Shitty First Drafts" (WaW pp. 527-531); <b>2)</b> "Processes" (WaW pp. 488-491)
July 17 <sup>th</sup>	
July 18 <sup>th</sup>	"Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer's Block" (WaW pp. 532-546)
<b>Week 4: Rhetoric—July 22<sup>nd</sup> – 25<sup>th</sup></b>	
July 22 <sup>nd</sup>	Rhetorical Analysis Group Presentation Guidelines (Bb)
<b>Major Assignment: Discourse Community Ethnography due Monday, July 22<sup>nd</sup> at 11:59 PM.</b>	
July 23 <sup>rd</sup>	<b>1)</b> "Rhetoric" (WaW pp. 318-324); <b>2)</b> Excerpt from Aristotle's <i>Rhetoric</i> ( <a href="http://classics.mit.edu/Aristotle/rhetoric.1.i.html">http://classics.mit.edu/Aristotle/rhetoric.1.i.html</a> ): Part 1, paragraphs 7-9; Part 2, paragraphs 1-4
July 24 <sup>th</sup>	
July 25 <sup>th</sup>	"I Stand Here Writing" (WaW pp. 565-575)
<b>Week 5: Design—July 29<sup>th</sup> – August 1<sup>st</sup></b>	
July 29 <sup>th</sup>	Rhetorical Analysis Group Presentations
<b>Major Assignment: Rhetorical Analysis Group Presentations due in class on Monday, July 29<sup>th</sup>.</b>	
July 30 <sup>th</sup>	
July 31 <sup>st</sup>	
<b>Major Assignment: Literacy Map due Wednesday, July 31<sup>st</sup> at 11:59 PM.</b>	
August 1 <sup>st</sup>	
<b>Symposium: Friday, August 2<sup>nd</sup> from 9:00 AM-12:00 PM</b>	