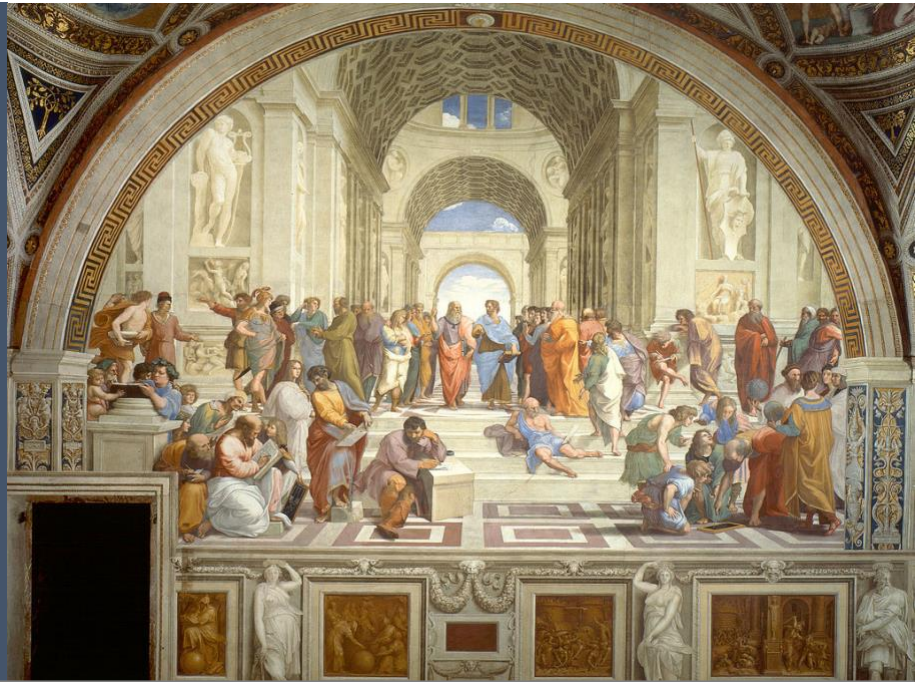


RWS 1301

Dr. P.J. Vierra

The University of Texas
at El Paso



Fall 2018

CRN 15875

Monday • Wednesday • Friday

7:30 a.m. – 8:20 a.m.

HUD 200

syl • la • bus

/'siləbəs/

Etymology: modern Latin *syllabus*, usually referred to an alleged Greek σύλλαβος.

- a. The subjects of a series of lectures, etc.; a compendium, abstract, summary, epitome.
- b. A statement of the subjects covered by a course of instruction or by an examination, in a school, college, etc.; a program of study.



Source: The New Yorker

About this Course

Course Description



The goal of RWS 1301 is to develop your critical thinking skills, which will facilitate effective communication in all educational, professional, and social contexts. Effective communication is based on an awareness of and appreciation for discourse communities. This involves understanding subject matter, genre, rhetorical strategy, and writing process.

This course is designed to prepare you for the writing that you will do throughout your university experience, as well as in professional and civic environments. This course offers you a curriculum that empowers you to determine the most effective approaches, arrangements, and media to use in different rhetorical contexts.

Learning Outcomes



At the end of this course, you will be able to:

- 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 you own learning.

UTEPEDGE



This course is designed to promote your overall success, both inside and outside the classroom. Our coursework will help you to improve in key areas such as communication, confidence, critical thinking, leadership, problem solving, social responsibility, and teamwork. To learn more, visit the [UTEP Edge](#).

Major Assignments and Projects

	<u>Project</u>	<u>Points</u>
#1	E-Portfolio Website Using a e-portfolio website, you will analyze your major projects from the semester.	100 pts.
#2	Discourse Community Ethnography/Map Using Swale's definition of a discourse community, you will apply his theory to this class.	100 pts.
#3	Topic Selection Memorandum Using preliminary research, you will compose a business memorandum describing the topic, subject, and issue related to your semester research project.	50 pts.
#4	Rhetorical Analysis Paper Using a scholarly source, evaluate the rhetorical styles of the author.	100 pts.
#5	Annotated Bibliography Paper After evaluating your research topic sources, summarize the claims of 7-10 scholarly sources.	100 pts.
#6	Global Issues Report Using your annotated bibliography, analyze the problem affecting a community and prepare a formal report presenting the information in an organized, coherent manner and draw logical conclusions based on reason and evidence.	100 pts.
#7	Visual Argument Working with your research team, construct a visual argument using digital media.	150 pts.
#8	Visual Argument Presentation Working with your research team, formulate and argue a course of action to the class using your visual argument.	50 pts.
#9	Class/Online Participation Using Blackboard and your comp book, complete the daily class activities as assigned.	250 pts.
Total Points Possible:		1,000 pts.

Grade Distribution. You can earn a total of 1000 points for the course.

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

Textbooks

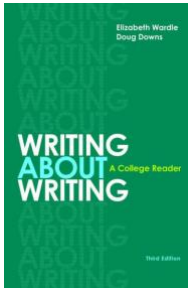


Yes, you will need to purchase textbooks for this class. You will not be able to complete the writing assignments without them.

No cash? No problem!

Simply visit loan.utep.edu for an emergency book loan.

Required Text



Wardle, E. and Downs, D. (2016)

Writing about Writing: A College Reader, 3rd ed.

Bedford/St. Martins

ISBN-13: 978-1-319-03276-0

Required Text



Fourzan, J., ed. (2018)

The First-Year Composition Handbook, 18th ed.

An e-book available through the bookstore or through the publisher Follet/VitalSource.

ISBN: 978-0-692-75953-0

Materials



In addition to the above textbooks, you will need the following items:

- Composition book (80 sheets, college ruled). Bring to every class.
- RefWorks account (free; go to the Citation Guides page on the UTEP library's website).
- OneDrive account (free; visit onedrive.utep.edu. If you have difficulties installing, visit tech support on the third floor of the University Library).
- Microsoft Word 2016 (free; visit onedrive.utep.edu. If you have difficulties installing, visit tech support on the third floor of the University Library).

- Weebly account (free; sign up for an education account at www.weebly.com).

Additional readings (no cost) will be posted on Blackboard.

Course Delivery

Online Modules



This course utilizes Blackboard (Bb), a learning management system (LMS). Through Bb, I will provide you with permanent access to the syllabus, supplemental reading materials, activities, e-mail, and discussion groups. Since Bb is an integral part of the course, it is vital that you check in daily and participate consistently.

Instructions for Accessing Your Course Online

You must have a UTEP email ID and password before you can access Blackboard. UTEP automatically generated an e-mail ID for you when you were officially admitted to the university. Any questions or problems can be directed to the **Helpdesk at 915-747-4357**, or by visiting helpdesk.utep.edu.

If you are not familiar with Blackboard, UTEP has many resources to help you grasp the basics. Visit <https://admin.utep.edu/Default.aspx?tabid=74327>

Technology



This course makes heavy use of technology and multimedia. It is strongly recommended that you have access to the internet from home and are comfortable using a computer.

If home access is not possible, arrangements can be made to use a computer regularly on campus to complete the work. Student computer labs are often available until midnight, but schedules do vary.

For a list of campus computer labs, visit <https://admin.utep.edu/Default.aspx?tabid=74319>

Technology problems are not an excuse for turning in work late or not at all. You need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with technology problems. Expect that, at some time, the network will be down, your computer will go on the fritz, or some other small catastrophe will occur. If you are prepared ahead of time, you can go to Plan B.

A limited number of laptops are available for loan at no charge to UTEP students. Visit <https://admin.utep.edu/Default.aspx?tabid=74157> for more details.

Submitting Assignments



All work will be submitted through the Blackboard course shell. An assignment inbox is provided on the homepage.

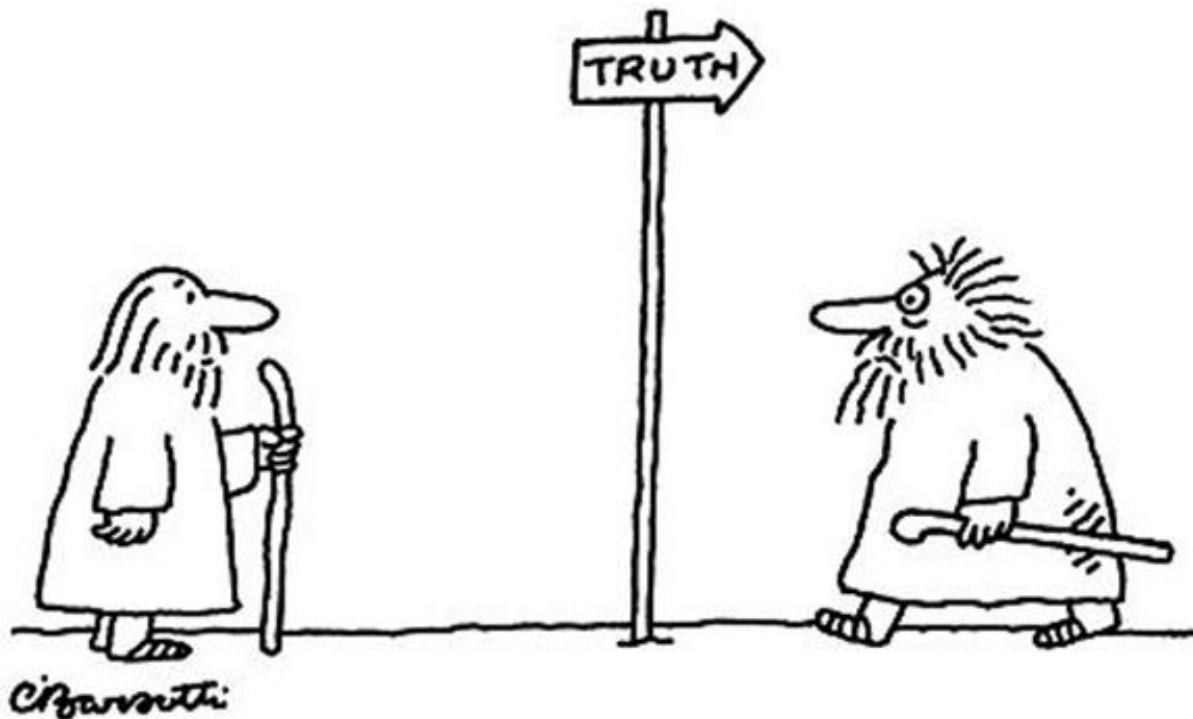
Daily activities are submitted through the module containing the activity.

OneDrive and Word 2016



This course utilizes Microsoft OneDrive and Word 2016 as an integral part of meeting course objectives. All of your major writing assignments must be written using Word 2016 and the OneDrive app. Both apps are provided to you at no cost by the University. Visit onedrive.utep.edu for more information.

OneDrive provides a shared, secure cloud for you not only to store your writing assignments but also to allow collaborative revising with me, your instructor. By enrolling in this course, you agree to allow me access to your writing assignments on OneDrive. Using OneDrive allows me to work with you throughout the entire writing process by providing timely formative feedback on composition, ranging from formatting to formulating arguments.



Source: The New Yorker

Course Policies

Assessment



Submit all major assignments through Blackboard for grading through the **Assignment Inbox**.

Additional information for each project is available in the FYC handbook or as provided by me. Each project will be assessed by a grading rubric. Look for these rubrics in the FYC handbook.

Activities are turned in within their respective modules. These are formative assessments that are the building blocks for each writing project. Activities include readings, discussion board postings, and quizzes.

Activities do not receive a grade, per se; instead, they receive a pass/did not pass assessment.

- 2 – Met requirement of activity
- 1 – Needs revision; resubmit for full credit
- 0 – Incomplete or not submitted

Activities count toward your participation grade, which is 25% of your final grade for the class.

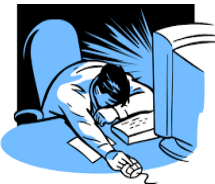
Due Dates



Activities are due as posted in the course schedule.

Writing projects are major assignments. They are due as posted in the course schedule.

Late Work



Extensions for late work are granted by office visits or through the use of a one-time exception, known as a Get Out of Jail Free card. You receive one card per semester and by completing certain activities.

Any exceptions other than the above must be approved through the dean of students. No other late assignments will be accepted.

First Drafts



Revise, revise, revise!

As mentioned above, we use the collaborative revision method in this class. Your writing will be constantly evaluated during throughout the writing process. Each week, you will receive comments on your draft assignments through OneDrive and Blackboard. These will

- ensure the project is on the right track and that it meets the requirements of the assignment, and
- comment on the “big issues.” Students will receive comments based on the most important elements of the assignment. Addressing these concerns should help students write a more effective project. The comments will NOT necessarily focus on grammar and such—so it is a good idea to get additional help from instructors and the Writing Center for this.

Scoring the First Draft

From time-to-time, you will submit your drafts through Bb. Your drafts do not receive a grade, per se; they will receive activity credit. You must receive an activity score of 2 in order to submit a final draft for an assignment grade.

2 – First draft complete; okay to submit revised final draft for grade

1 – First draft incomplete; need to resubmit first draft before submitting final draft

0 – Did not turn in a first draft

If you do not clear the 0 or 1 before the revised final draft is due, your final draft will be counted as late. See Late Work above.

Participation



Your attendance is determined by class participation **both in class and online**. You must be prepared, participate in online discussions, and attend the face-to-face classes consistently to understand and incorporate the rhetorical strategies and processes used to complete the projects.

Set up a dedicated time each day outside of class to complete daily activities. Not completing an online activity counts against your participation grade.

Certain activities will require you to compose responses to online discussion board postings made by fellow students. You will need to make a minimum of two postings to receive credit for the activity.

Attendance



According to The University of Texas at El Paso's catalog:

The student is expected to attend all classes and laboratory sessions and attendance is mandatory for all freshman-level courses [including RWS1301]. It is the responsibility of the student to inform each instructor of extended absences.

Missing four or more classes places you at risk of being dropped from the class. For further information regarding excused absences refer to UTEP's Catalog [Curriculum and Classroom Policies](#).

Tardies. Early is on time; on time is late; late is inexcusable. Don't be late to class. Attendance is taken in each class, whether by sign-in sheet or by online quiz.

Teamwork



An important aspect of your university studies is the opportunity to work as part of a group. Teamwork in the classroom can be an effective and powerful way to learn, and is also highly relevant to the workplace.

You will be randomly assigned to a research team for the semester. Each team will work on a common research topic leading up to the final class project.

Membership on a team is based on unanimity. Any member who does not pull his or her weight can be voted off the team by a unanimous vote of the remaining members. Students voted off teams are responsible for completing all assigned projects themselves.

Classroom Etiquette

Civil Discourse



Debate, critical inquiry, and intellectual diversity are essential elements to higher education and a process of learning. There is the potential during this course for controversial and sensitive topics to be discussed during small group or whole class discussions, and to surface through our social media activity. You are expected to demonstrate the utmost respect and courtesy for your peers with differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be tolerated.

Netiquette



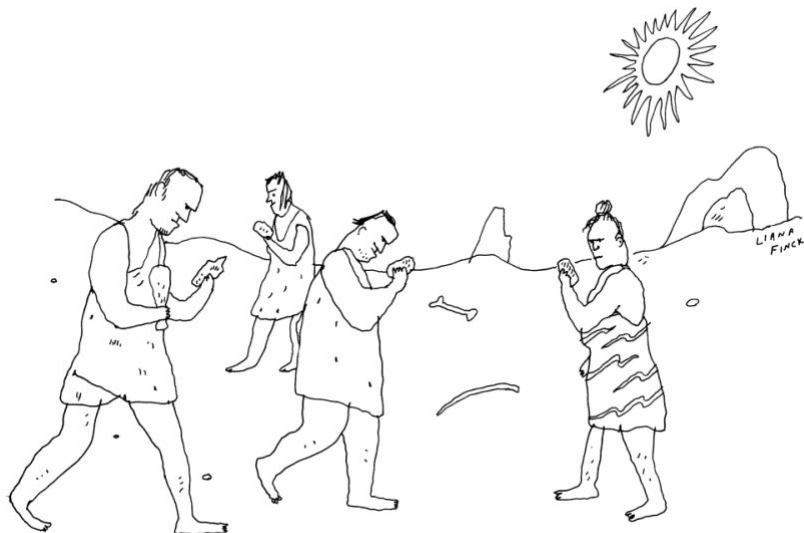
Civil discourse is an important component of every democracy. This includes our online community.

- Always consider audience. Remember that members of the class and the instructor will be reading any postings.
- Respect and courtesy must be provided to classmates and to instructor at all times. Harassing or inappropriate postings will not be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Since Blackboard is not a public internet venue, all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

Devices



Electronic devices can be very helpful in the classroom, whether a smartphone, tablet, or computer. However, if their use does not contribute to the conversation or tasks in the classroom, or are a distraction, then I have the duty and obligation to ask you to put them away or turn them off.



Source: The New Yorker

Academic Integrity



The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards. If you are reading this sentence, send me a picture of a dragon by email to receive a valuable bonus.

Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

To view UTEP's academic regulations, visit
<http://catalog.utep.edu/undergrad/academic-regulations/>

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.

Accommodations

Success



Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to visit the Center for Accommodations and Support Services (CASS)

There are also a range of resources on campus, including the Writing Center, Counseling Center, Military Student Success Center and Academic Advising Center.

Accessibility



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 are in need of an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or cass@utep.edu. The CASS is located in Union East Building, room 106, . Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

Please note that CASS accommodations are not retroactive.

University Writing Center



UTEP's University Writing Center (UWC) offers free writing tutoring assistance for all UTEP students. The tutors are undergraduate and graduate students who can help with all parts of a writing assignment, including prewriting, organizing, revising, and editing. They can also help to understand any writing assignment and help work on comprehending difficult textbook material.

To facilitate revision, I encourage you to visit the writing center at least 12 hours before the assignment is due.

Military Students



If you are a military student (veteran, dependent, active) please visit the [Military Student Success Center](#). I also recognize the complexities of being a student veteran. If you are a student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with university staff who are trained to assist you.

Counseling



The University Counseling Center provides free, confidential services in Spanish and English to all currently enrolled UTEP students. Services include career counseling to help you clarify their academic or career goals and overcome obstacles to learning and decision making. The Center also provides personal counseling to address issues that can affect your ability to perform optimally in academic and professional endeavors. In addition, the University Counseling Center provides educational workshops, outreach programs, and self-help resources on everything from stress and time management to self-esteem and relationship issues. Hours of operations are 8:00 a.m. to 5:00 p.m., Monday through Friday with extended hours (open until 7:00 p.m.) during the fall and spring semesters on Mondays and Tuesdays. They can be reached at **915.747.5302** or www.utep.edu/counsel

Your Instructor

Keeping in Touch



I can be reached by email at pjvierra@utep.edu. When writing me, please use your UTEP email account. Include the class day/time that we meet. DO NOT include your student ID number.

My face-to-face office hours take place in the University Writing Center, Library 227. I do have online office hours each Sunday. To schedule, send me an email.

For technical support, your first call should be to Technology Support Center at 915-747-4357 or by visiting <https://www.utep.edu/irp/technologysupport>. You can also visit TSC on the third floor of the University Library.

About the Instructor



P.J. Vierra, Ph.D.

Office Hours:

Monday, Wednesday, and Friday from 12 noon – 1:00 p.m.
University Writing Center, Library 227

Sunday online from 1:00 – 5:00 p.m.
via Blackboard Connect or OneDrive chat

pjvierra@utep.edu

Course Schedule and Subjects Covered

Key: **WAW:** Wardle & Downs, *Writing About Writing*
FYC: *First-Year Composition Handbook*, 18th ed.
Sup: Supplemental readings as assigned
Act: After-class activity

Schedules are subject to change. Check Blackboard for updates.

Class	Unit/Topic	Readings/Activities	Due
Week 1			
#1 Mon.	UNIT #: 1 INTRODUCTION Knowledge	WAW: FYC: pp. 1-15; 86-91 Sup: Act: Syllabus Reconnaissance	
#2 Wed.	Sources	WAW: FYC: pp. 79-85 Sup: Act: Assembling Your Tools	
#3 Fri.	Digital Literacy	WAW: pp. 1-30 "Threshold Concepts" FYC: pp. 92-96; 102-104 Sup: Act: E-portfolio	#1a E-portfolio shell
Week 2			
Mon.	LABOR DAY No class		
#4 Wed.	UNIT #2: RESEARCH, PART 1 Research Plans Topic Selection	WAW: FYC: pp. 46-63 "Secondary Research" Sup: Act: Searching for Sources	
#5 Fri.	Searching for Sources	WAW: pp. 395-406 Kain and Wardle FYC: pp. 23-27 "Academic Writing" Sup: Swales (1990) Act: Expository Reflections: Swales	

Class	Unit/Topic	Readings/Activities	Due
Week 3			
#6 Mon.	UNIT #2: RESEARCH UNIT #3: DISCOURSE COMMUNITIES Expository Reflections Introduction to Discourse Communities	WAW: FYC: Sup: Act: Expository Reflections, Part 2	
#7 Wed.	Research and Artifacts	WAW: pp. 542-58 Porter FYC: Sup: Act: Swales's Characteristics	
#8 Fri.	Research and Discourse	WAW: pp. 319-42 Johns FYC: Sup: Act: Topic Expository Reflection 1	#2 Topic Memorandum
Week 4			
#9 Mon.	UNIT # 3: DISCOURSE COMMUNITIES Academic Style and Discourse	WAW: FYC: Sup: Act:	
#10 Wed.	The 4-Ts of Academic Writing	WAW: pp. 274-97 Gee FYC: Sup: Act:	
#11 Fri.	Paragraphs and Topic Sentences	WAW: FYC: Sup: Act: Topic Expository Reflection 2	
Week 5			
#12 Mon.	UNIT #3: DISCOURSE COMMUNITIES Workshop	WAW: FYC: pp. 20-21 Sup: Harris (1984) Act:	

Class	Unit/Topic	Readings/Activities	Due
#13 Wed.	Workshop	WAW: FYC: Sup: Act:	
#14 Fri.	Peer Reviews	WAW: FYC: Sup: Covino & Joliffe (2004) Act: Topic Expository Reflection 3	#3 Discourse Community Ethnography (Sun.)
Week 6			
#15 Mon.	UNIT #4: RHETORIC Library Research Genres	WAW: pp. 447-56 "Rhetoric" FYC: pp. 133-40 "Rhetorical Analysis Assignment" Sup: Act: Library Books Discourse Community Reflection	
#16 Wed.	What is Rhetoric? Rhetorical Analysis	WAW: FYC: Sup: Herzberg (1952) Act:	
#17 Fri.	Writing Processes Rhetorical Appeals	WAW: FYC: Sup: Act: Topic Expository Reflection 4 & 5 Update E-Portfolio	
Week 7			
#18 Mon.	UNIT #4: RHETORIC Library Research	WAW: FYC: Sup: Act:	
#19 Wed.	Workshop	WAW: FYC: Sup: Act:	

Class	Unit/Topic	Readings/Activities	Due
#20 Fri.	Peer Reviews	WAW: pp. 782-802 Rose FYC: Sup: Act: Topic Expository Reflection 6 & 7	#4 Rhetorical Analysis (Sun.)
Week 8			
#21 Mon.	UNIT #5: RESEARCH-BASED WRITING Introduction to the Annotated Bibliography Assignment	WAW: pp. 559-78 Haas & Flower FYC: pp. 142-152 Sup: Act:	
#22 Wed.	Research Questions	WAW: FYC: Sup: Cushman 1996 Act:	
#23 Fri.	Community and Global Issues	WAW: FYC: Sup: Act: Topic Expository Reflections	
Week 9			
#24 Mon.	UNIT #5: RESEARCH-BASED WRITING Library	WAW: pp. 579-99 Kantz FYC: Sup: DeVoss & Rosati (2002) Act: Academic Integrity	
#25 Wed.	Workshop	WAW: FYC: Sup: Act:	
#26 Fri.	Peer Reviews	WAW: FYC: Sup: Act:	#5 Annotated Bibliography (Sun.)

Class	Unit/Topic	Readings/Activities	Due
Week 10			
#27 Mon.	UNIT #5: RESEARCH-BASED WRITING Introduction to the Global Issues Assignment	WAW: pp. 31-43 Greene FYC: pp. 153-58 Sup: Act:	
#28 Wed.	Workshop	WAW: FYC: Sup: Act:	
#29 Fri.	Workshop	WAW: FYC: Sup: Act:	
Week 11			
#30 Mon.	UNIT #5: RESEARCH-BASED WRITING	WAW: pp. 738-73 Perl FYC: Sup: Act:	
#31 Wed.	Workshop	WAW: FYC: Sup: Act:	
#32 Fri.	Workshop	WAW: FYC: Sup: Act:	
Week 12			
#33 Mon.	UNIT #5: RESEARCH-BASED WRITING	WAW: pp. 44-55 Straub FYC: Sup: Act:	

Class	Unit/Topic	Readings/Activities	Due
#34 Wed.	Workshop	WAW: FYC: Sup: Act:	
#35 Fri.	Peer Reviews	WAW: FYC: Sup: Act:	#6 Global Issues Report (Sun.)
Week 13			
#36 Mon.	UNIT #6: DIGITAL RHETORIC Introduction to PSA	WAW: pp. 245-61 Grabil et al. FYC: pp. 161-62; 167-171 Sup: Act:	
#37 Wed.	Storyboarding	WAW: FYC: Sup: Act:	
Fri.	THANKSGIVING No class		
Week 14			
#38 Mon.	UNIT #6: DIGITAL RHETORIC Editing Workshop	WAW: FYC: pp. 172-75 Sup: Levack (2006) Act:	
#39 Wed.	Scriptwriting	WAW: FYC: Sup: Act:	
#40 Fri.	Scriptwriting	WAW: FYC: Sup: Act:	

Class	Unit/Topic	Readings/Activities	Due
Week 15			
#41 Mon.	UNIT #6: DIGITAL RHETORIC Video Production Workshop	WAW: FYC: Sup: Act:	
#42 Wed.	Preview Videos E-Portfolios	WAW: FYC: Sup: Act:	#7 PSA, 1st draft
Fri.	DEAD DAY No class		
Finals			
Fri.	FINALS University Writing Center Library 227		#1 E-Portfolio #7 PSA #8 Presentation