

## RWS 1301: Rhetoric and Writing Studies

CRN: 19550  
TIME/DAYS: 6:00 – 7:20 PM | MW  
PLACE: UGLC 232

INSTRUCTOR: REBEKAH R. GRADO  
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OFFICE HOURS: M | 3 – 5:30 PM; T/H | 9-11:30  
AM & BY APPOINTMENT  
OFFICE LOCATION: WORRELL HALL 307

### Course Description

The goal of RWS 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. It is designed to prepare you for the writing 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 rhetorical strategies, arrangements, and media to use in different rhetorical contexts

### Learning Outcomes

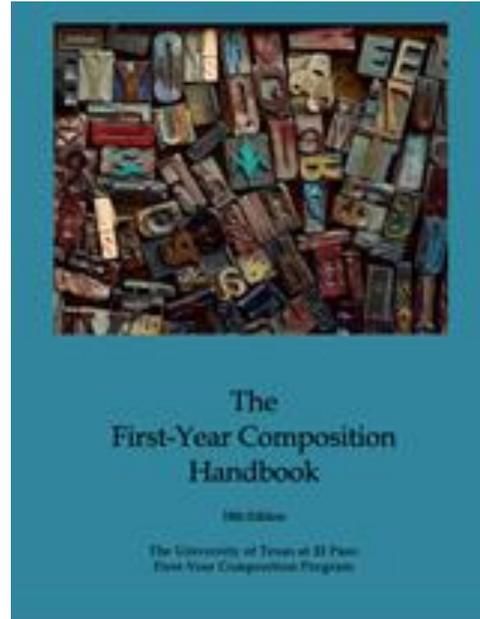
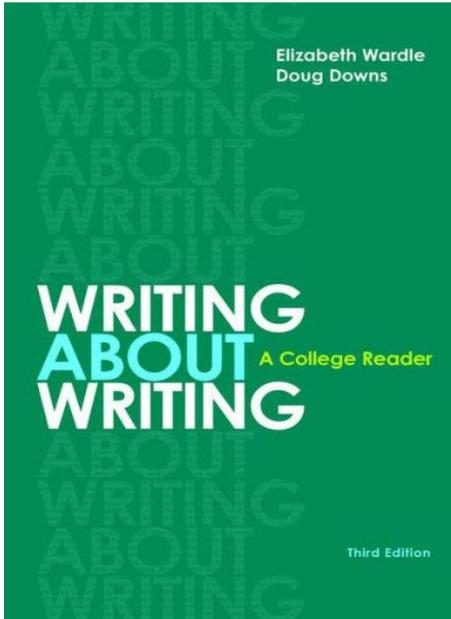
At the end of this course, students will:

- 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 reflection about their own learning.

This course is also designed to promote your overall success, 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 find out more about the university's plan to improve student engagement and learning, visit the [UTEP Edge](#).



## Required Texts &amp; Materials



**Wardle, E. and Downs, D. (2016). *Writing about writing: A college reader, 3<sup>rd</sup> ed.* Bedford/St. Martins.  
ISBN-13: 9781319032760**

**Fourzan, J (2018). *The first-year composition handbook, 18<sup>th</sup> ed.***

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

**ISBN: 978-0-692-75953-0**

Additional readings will be posted on Blackboard or instructions will be provided for accessing them.

In the next section, I provide an overview of the assignments we'll cover in this course. Specific assignment guidelines can be found in the Handbook. I'll also post further instructions on our Blackboard course content.

## Course Assignments with suggested Readings

### Assignment #1 Professional E-portfolio Website/Blog assignment (100 points)

Eportfolio I: Developing an E-Portfolio homepage (25 points)

Eportfolio II: Maintain a resume or c/v, blog, and work portfolio (75 points)

[Readings: *HANDBOOK Ch.1 & Ch. 4, Intro and Assignment 1*]

### Assignment #2: Discourse Community Map & Presentation (100 points)

[Readings:

Swales, John. "The Concept of Discourse Community" *Genre Analysis: English in Academic and Research*

Settings. Boston: Cambridge UP. (1990) 21-32, Print. (<https://eng1301-knows.wikispaces.com/file/view/Swales-11.pdf>)

*HANDBOOK Ch. 4, Ch. 6: Sharing the Grade; Assignment 2; Ch. 2]*

### Assignment #4: Rhetorical Analysis (100 points)

Option 2: Website Analysis Group Presentation (both text and visual in one assignment)

[*HANDBOOK Ch. 4, Assignment 6; Ch. 3*]

### Assignment #5 Annotated Bibliography (100 points)

{*HANDBOOK Ch. 4, Assignment 5*}

### Assignment #6 Community Problem Report (300 pts)

Option 1: Community Problem Report (choose a topic; \*1 outline; 2 peer reviews; 1 final draft)

[*HANDBOOK CH. 4, Assignment 3& 4*]

### Assignment #7 Visual Argument: (100 points)

Option 2: Infograph(ic)

[*HANDBOOK CH. 4, Assignment 7*]

**\*In-class Activities** (drafting, workshops, quizzes, in-class activities, etc.): **(100 points)**

**Participation** (in class): **(100 points)**

**Grade Distribution (Students 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

\*There is no possibility of collecting these points if you are not present to in class to earn them. You must attend all peer reviews and workshops—as well as submit any outlines and drafts—in order for your final draft to be graded.

## Course/Instructor Policies

Project Format: All projects must be word-processed using Microsoft Word--12 pt. font, one-inch margins, and double-spaced. Microsoft Word is available to students at all campus computers and can be purchased at the UTEP Bookstore using a current UTEP ID card at discount. Students may also go to [openoffice.org](http://openoffice.org) and download a free and compatible version of Word/Office--12 pt. font, one-inch margins, and double-spaced. Use a font style that is easily readable like Times New Roman, Arial, or Georgia.

Be sure to name each submitted assignment with your first initial, last name, and an abbreviation of the assignment.

For example:

jmartinez rhetanalysis draft

jmartinez rhetanalysis final

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.

Note: To facilitate revision, UWC tutors will not hold a tutoring session fewer than 12 hours before the assignment is due.

Technology and RWS 1301: This course makes heavy use of technology and multimedia. It is strongly recommended that students have access to the Internet from home and are comfortable using a computer. If a student does not have access, he/she can get free access through the university.

If home access is not possible, arrangements can be made to use a computer regularly on campus in order to complete the work. Student computer labs such as ATLAS (<http://issweb.utep.edu/>) are often available until midnight, but schedules do vary. A great deal of work will be done online, and not having access to a computer will not be an excuse for incomplete or late assignments.

Technology problems are also not an excuse for work that is late or missing. Students 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, computers will go on the fritz, or some other small catastrophe will occur. If students are prepared ahead of time, they can go to plan B.

Instructions for Accessing Your Course Online: Students must have a UTEP email ID and password before they can access Blackboard. UTEP automatically generates an e-mail ID for students when they are entered into the system. Any questions or problems can be directed to the Helpdesk at 747-5257.

Course Delivery of Course:

This course uses extensively the online learning platform Blackboard. All of the supplementary material for the class will be delivered via Blackboard.

Classroom Etiquette:

- No checking email, typing assignments, or surfing the web during class.
- Absolutely no using the printer after class has started. It can be difficult to hear in this room; the printer only makes it that much worse.
- Absolutely no food or drinks in this classroom.
- Turn off cell phone ringers, and please do not text message or listen to iPods/MP3 players during class.

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 (1XXX). It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the

course drop deadline and with a grade of F after the course drop deadline." (For further information regarding excused absences for university-recognized activities, absences for religious holy days, and military leave refer to UTEP's Catalog Curriculum and Classroom Policies:

<http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>

Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help you learn to improve your writing, often through the discussion of a sample student project (sometimes yours, sometimes one written by a classmate). This is part of the work of the course. Thus, you need to be in class on time and with the books and your work in front of you to complete successfully your composition courses. Unexcused absences for 3 course meetings will result in a 50% reduction of your participation grade. Unexcused absences for 6 or more course meetings will receive an F, or zero points for participation.

Drop Policy:

### **I will not drop you.**

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 (and subsequently fail to drop the course) must necessarily receive an "F." This WILL affect your GPA, and Financial Aid awards and eligibility. 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 after the drop date.

\*If you foresee face-to-face attendance issues or difficulty in completing the assignments (i.e. a family/personal emergency, transportation complications, issues of health, etc.), please make me aware as soon as possible so that arraignments can be made. If early arraignments are not made, then 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. For information on semester deadlines, see the UTEP Academic Calendar.

*Please also be aware of the six-course drop limit. According to the Texas Education Code, "all first-year students enrolled for the first time at any Texas public college or university are limited to six drops during their academic career. This includes student and faculty initiated drops and courses dropped at other Texas public institutions. This policy does not apply to courses dropped prior to census day or to complete withdrawals." So, be sure to start your college experience on the right track by attending class regularly.*

### Instructor Policies

Classroom Etiquette:

*\*If you foresee face-to-face attendance issues early on, please make me aware as soon as possible. Otherwise, tardiness, absences, unexcused late work or missing assignments will begin to add up and will negatively affect your grade, GPA and/or drop count.*

- You may use smart phones, iPads, e-readers and laptops to access course material in class, but there will be absolutely no texting, checking email, typing assignments, or surfing the web during class.
- Turn off cell phone ringers, and please do not text or listen to iPods/MP3 players during class. If you are anticipating an important phone call or have an emergency, please let me know before class begins.
- Do not disrupt class to charge your electronic devices. This includes coming to the front of the room to plug-in or check your electronic device while discussion is occurring.
- 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 interaction, 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.

- If you chose to attend class, make sure you are on time, prepared and ready to participate. If you are habitually tardy, regularly leave class early, fall asleep, do not read and bring materials, cause disruptions, or do not engage in class discussion and activities, then you will be asked to leave the classroom and will not be welcomed back until the issue is discussed and resolved during a face-to-face meeting during office hours. This will affect your attendance and participation points.
- Though punctuality is appreciated, if you must be late, please enter the room courteously and quietly. If you can see/here that someone is presenting, please wait outside until the presentation is over so as not to disrupt the class and affect the presenter. Try to be on-time to all class meetings.
- You may let me know about leaving class early or upcoming absences before class begins, but do not make this a habit. If you are absent from more than two class meetings in a month, your participation grade will be reduced by 50%. Any absence after this will result in NO in-class participation points. Similarly, if you leave class early more than once a month, your in-class participation points will be reduced accordingly.
- If you schedule a meeting outside of office hours, make every effort to attend. If you cannot attend this meeting and/or do not cancel and/or reschedule at least an hour before the set meeting time, then this will be considered an unexcused absence and it will become the student's responsibility to meet with me during regularly scheduled office hours.

#### Online "Netiquette":

- 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. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a f2f situation.
- Blackboard is not a public internet venue; all postings to it should be considered private & 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).

#### Email Etiquette:

*Email is a useful tool if you have questions for me, and emailing me is generally the easiest and most efficient way to make contact outside class. Given that this is a university setting, you should recognize that your emails are documents that represent you professionally, and therefore should rise to certain standards of professional decorum.*

#### **There are some basic guidelines that you should follow, both in my class and in your other classes:**

1. All emails should have a clear subject heading.
2. All emails should have a clear, courteous salutation. "Dear Miss. Grado" would be appropriate in the case of this class.
3. All emails written for professional purposes should adhere to standard grammar, punctuation, and capitalization.
4. All emails should be signed with your name (otherwise, your reader may not know who you are!).
5. Emails should be sent from your UTEP/Blackboard account. If you do use another account, be sure that the name on the account is appropriate for professional interactions.
6. If there are any attachments, you should explain your reason for sending them and indicate the program in which they were written.
7. You should consider your rhetorical context when emailing. What is the purpose of your email, and how can you most effectively accomplish that purpose? Three particularly important matters to keep in mind are brevity, clarity, and courtesy. If your email is not clear, specific, and to the point, you may not elicit the response you desire. If your email is discourteous, you diminish the

professionalism of the persona you present to others. To cite just one example, some professors find emails that include calls for action "ASAP" to be discourteous or even presumptuous.

Emails that do not meet the standards of professionalism, clarity, and courtesy outlined above may be disregarded.

*Emails will also be disregarded if:*

- There is no subject
- Your name is not easily identifiable
- The email has not been properly written and/or proofread, and is thus incomprehensible
- The tone is rude or discourteous
- You are making me aware of an absence for an unexcused or non-emergency reason
- The issue has already been addressed (online or in class)

Late Work:

I will not accept late work (or excuses). If necessary, you may turn in work early. In the event of a major emergency that causes you to fall behind in this class, I will accept make-up work.

The only way I will accept make-up\* work is if you:

A) Communicate with me immediately if you know you will fall behind based on a family or personal emergency.

B) Receive permission to turn in make-up work.

C) Communicate a reasonable time period in which you plan to be back on track with this class, as well as a reasonable grade penalty and make-up due date.

D) Continue to keep up with the assignments that we are currently working on.

\*Being allowed to turn in make-up work is not an excuse to turn in every other assignment late as well.

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.

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](http://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. (<http://academics.utep.edu/Default.aspx?tabid=54418>). Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs.

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.

Group Assignments: Group work is a common practice with academic and workplace projects. Group assignments are valuable because they help students work together for a common goal. Students who are not doing their group work can be voted off of their groups and will have to complete the project on their own.

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 747-5148 or [cass@utep.edu](mailto:cass@utep.edu). The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

**Important Dates: (adjust these dates in the course calendar that you create for the term)**

**Important Dates for this Semester:**

Aug. 27	First day of class
Aug. 27 - 30	Late Registration
Sept. 3	Labor Day Holiday
Sept. 12	Census Day – Drop students who have not come to class
March 22	Freshmen mid-term grades due
Nov. 2	Drop Date, last day to drop a student with a W deadline
Nov. 22 - 23	Thanksgiving Holiday
Dec. 6	Last day of classes and complete withdrawal from the University
Dec. 7	Dead Day, day between last class day and start of finals, no class
Dec. 10 - 14	Final Exams Check the UTEP finals week calendar for your course
Dec. 19	Instructor Submits Final Grades

# Calendar

- **WAW: readings and other homework can be found in your Writing About Writing textbook and must be completed prior to class meetings**
- **Bb (Blackboard): readings and other homework can be found on Blackboard and must be completed prior to class meetings**

The calendar and all its contents are subject to change. Diligently check your UTEP email and Blackboard. There will be at least 24 hours' notice if there is a class meeting cancelation. There will be at least a weeks' notice if there is a change to the readings or assignments

WEEK	LECTURE	MONDAY	WEDNESDAY	--BB Friday, 11:59 PM-- WORK DUE	NOTES
1 Aug 27-31	Course Intro	<u>In-Class</u> -Syllabus -Blackboard tour Choosing a Topic Assignment ho -Annotated Bibliography Assignment ho	<u>RWH</u> -Choosing a Semester Topic, p 88-90 <u>BB</u> -Reading Rhetorically <u>-Academic Research</u> <u>-APA Formatting</u> <u>In-class</u> Group sign-up	<b>Choosing a Topic</b>	Semester begins Aug. 24
2 Sep 3-7	DISCOURSE COMMUNI-TIES	<u>BB</u> <u>-“The Concept of Discourse Community,” John Swales</u> - Discourse Community: Assignment intro <b>*NO CLASS MEETING*</b>	<u>BB</u> - <u>“Drown,” Juno Diaz</u>  <u>In-Class</u> Drafting	<b>Annotated Bib</b>	<b>*Labor Day Sep 4, Univ. closed</b>
3 Sep 10-14	INTER- COMMUNITY COMMUNICA- TION	<u>In-Class</u> Drafting	<u>In-class</u> <b>-PRESENTATIONS</b>	<b>Discourse Community Map</b>  <b>Annotated Bib</b>	Fall Census Day, Sep 13
4 Sep 17-21	RHETORIC & THE DIGITAL WORLD	<u>RWG</u> -Assignment 1: E-Portfolio assignment, p 59-63 <u>BB</u> -Resumes -Curriculum Vita	<u>BB</u> <u>-Rhetoric of Design</u> <u>In-Class</u> -Drafting	<b>E-Portfolio I</b>  <b>Annotated Bib</b>	
5 Sep 24-28	RHETORICAL ANALYSIS	<u>RWH</u> -Chapter 3, p 25-37 <u>BB</u> -Rhetorical Analysis (assignment guidelines for this class differ from RWH)	<u>WAW</u> -William Covino and David Jolliffe, “What is Rhetoric?” -“Rhetoric: How Is Meaning Constructed in Context?”	<b>Annotated Bib</b>	
6 Oct 1-5	RHETORICAL ANALYSIS	<u>BB</u> - <u>“A Party Down at the Square,” Ralph Ellison</u> <u>-“Man Burned at the Steak”</u> <u>-“Minnesota’s Disgrace”</u> (from <a href="http://mhs.org">mhs.org</a> )	<u>BB</u> <u>-Eli Review. Feedback and Revision</u> <u>In-class</u> <u>-Peer-review</u> (bring a copy of your group’s Rhetorical Analysis)	<b>Annotated Bib</b>	
7 Oct 8-12	INTER- COMMUNITY COMMUNICA- TION II	<b>PRESENTATIONS</b>	<b>PRESENTATIONS</b>	<b>Rhetorical Analysis</b>  <b>Annotated Bib</b>	
8 Oct 15-19	WRITING RHETORIC- ALLY	<u>WAW</u> -“Processes: How Are Texts Composed?”	<u>WAW</u> - Christina Haas & Linda Flower, “Rhetorical	<b>Annotated Bib</b>	

		<u>BB</u> -The Writing Process	Reading Strategies and the Construction of Meaning"		
9 Oct 22-26	EFFECTIVE ARGUMENTS	<u>RWH</u> Assignment 4: Community Problem Report (CPR), p 90-105 <u>BB</u> - <a href="#">Cushman, E. (1996). The rhetorician as an agent of social change. College Writing and Communication, 47(1), 7-28.</a>	<u>BB</u> - <a href="#">"A View from the Midwest," David Foster Wallace</a> (Synecdoche & Wednesday only)	<b>Annotated Bib</b>	
10 Oct 29 – Nov 02	LOGOS	<u>WAW</u> - Stuart Greene, "Argument as Conversation" <u>BB</u> <a href="#">Logical Fallacies</a>	<u>WAW</u> - Margaret Kantz, "Helping Students Use Textual Sources Persuasively" Wikipedia as a Site of Knowledge Production, pp. 765-771 <u>BB</u> CPR Outline	<b>CPR Outline</b> <b>Annotated Bib</b>	*Last Day to Withdraw Nov 02
11 Nov 05-09	ETHOS	<u>BB</u> - <a href="#">Quoting, Paraphrasing, &amp; Incorporating</a> In-class -APA Formatting II	<u>WAW</u> - Nancy Sommers, "Revision Strategies of Student Writers and Experienced Adult Writers" <u>BB</u> - <a href="#">Eli Review. The Basic Revision Moves, Part 2</a> In-class Peer review #1	<b>Annotated Bib</b>	
12 Nov 12-16	WORKSHOPS	<u>RWH</u> Student Sample, p 94-104 In-class -Critique CPR	In-class Checklist Peer review #2	<b>CPR</b>	
13 Nov 19-23	TRANSLATION	<u>RWH</u> Assignment 7: Visual Argument	<b>*NO CLASS MEETING*</b>		<b>*Thanksgiving Holiday Nov 22-23, Univ. closed</b>
14 Nov 26-30	VISUAL RHETORIC	<u>BB</u> - <a href="#">Design Hierarchy</a>	<u>BB</u> - <a href="#">Designing a Visual Message</a>		
15 Dec 03-07	WORKSHOPS	In-class Visual Argument Peer review #3	In-Class E-Portfolio II: checklist & workshop Peer review #4	<b>Visual Project</b>	Last Day of Fall classes Dec 06 Dead day Dec 07
16 Dec 10 - 14	DIGITAL RHETORIC: FINAL	NO CLASS MEETING	NO CLASS MEETING	<b>E-Portfolio II</b>	Finals Week (exams schedule)