

SUBJECT & SUBJECTIVITY

INSTRUCTOR INFORMATION

REBEKAH R. GRADO
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OFFICE LOCATION & HOURS

WORRELL HALL 307
MW 10 AM – NOON
T/H 9-11:30 AM, & BY APPOINTMENT

Theme

In Shakespeare's *Othello*, Iago ambiguously quips, "What you know, you know" (5.2.316). He says this before he refuses to speak again, suggesting to his opposition that they already have all the information they need. Below this, however, Iago is also reminding the audience that once you have an understanding of something, it becomes difficult, sometimes impossible to change, challenge or enhance that understanding. Think about what you know. How do you know this and what would it take for you to understand it in new ways? Is what you know up to you, or have years of education and experience contributed to this? And are you free to decide what you feel about what you know, or are you influenced by laws or morals? When you begin to answer these questions, you will become more aware of yourself as a writer and you will come to understand your audience better. This can allow you to more effectively present yourself and your findings within your discourse community. In writing, anticipating questions such as these can allow you to more effectively persuade your readers to question or add to what they know. In this class, we will have the opportunity to explore these questions through the philosophical lens of subjectivity and autonomy, in the subject of rhetoric.

Course Description

The primary goal of RWS 1302 is to develop students' critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This 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.

The class presents an approach to communication that helps students determine the most effective strategies, arrangements, and media to use in different rhetorical contexts. It teaches students a systematic approach for analyzing rhetorical situations and then producing a variety of documents and presentations while gaining more confidence and fluency in visual, oral, 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.

This course is taught as a hybrid class--with one face-to-face meeting for lecture and discussion, and the rest of the course utilizing a management system such as Blackboard, a Wiki, or a class website depending on the instructor. Instructors will provide students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in the online environment consistently as it is an integral part of the course. On occasion, students will be asked to meet on the hybrid day to participate in library research, technology workshops, presentations, or other activities their instructor might need them to be physically present for. Please keep this time available for this class. Otherwise, students may miss out on important information.

Learning Outcomes

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

guidelines can be found in the *Handbook*. I'll also post further instructions on our Blackboard course content.

End of the Semester Showcase: Your instructor will select which project your class will develop for the showcase. This semester, our class will develop a digital Poster/ Infograph to complete. Consider entering this project in the Showcase. You will gain valuable presentation experience, and will also have the opportunity to share your research with those in your discourse community.

The Undergraduate Rhetoric and Writing Studies Program at UTEP uses Blackboard. Projects will be submitted and graded through Blackboard.

MAJOR ASSIGNMENTS AND POINTS BREAKDOWN

Advanced Visual Argument: 300 pts (30%)

Option 2: Advocacy Website.

The Advocacy Website is designed to advocate your position on a topic by providing an online forum to do so. This project helps you understand how your connection to the community begins in the classroom.

Remember, that the goal is advocacy of your subject/topic of your literature review.

E-Portfolio: Students may have completed an e-portfolio in RWS 1301, which may be used for this project. Otherwise, students will build a website with a Welcome Note, an About statement, a list of Resources, Fair Use Statement, and a "Portfolio" page for course work/ projects. **50 pts.**

Resume/CV: In order to maintain an academic profile in the form of an e-portfolio, students will be guided on adapting/ creating a professional resume or academic curriculum vita for their e-portfolio. **50 pts.**

Genre Analysis: Students will begin to research their topics by viewing at least two professional websites in the discourse community. These websites must be professionally published (by an organization, university, company, etc.) with credible resources cited, and both websites should be written from different perspectives. In preparing to write this analysis, students should be able to identify the rhetorical situation of each site, as well as the genre conventions used. **50 pts.**

Advanced Visual Argument (outline): Students will write a proposal/outline for adapting their topic from an objective review of literature to an argumentative digital poster/ infographic. **50 pts.**

Advanced Visual Argument (final): Students will submit the final version of their digital research poster/ infographic, via their e-portfolio website link. **100 pts.**

Literature Review / Primary Research Report: 400 pts (40%)

Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources.

Topic Proposal for Semester: Students will write a proposal to identify the subject/issue/topic they will be working with for the semester. This will be submitted to, approved, and graded by the instructor. **50 pts.**

Research Prospectus/Outline: As part of this assignment you must generate 3-4 research questions and begin to find sources for the k Literature Review/Research Report. **50 points.**

Literature Review (first draft): After have your topic approved, and considering feedback on your outline and research, you should begin answering the research questions you asked. Draft submissions are required to turn in the final draft. A completed essay is not expected this time around. The purpose of the first draft is to mark your progress and offer suggestions. **75 pts.**

Peer Review (second draft): Once you have considered the feedback from your first-review, students should be on the path to revising and developing a second draft of the essay. Bring this draft with you to class on the assigned date. Peer reviews must be attended to submit final draft. Again, a completed essay is not necessarily expected this time around. The purpose of the second draft is to allow your peers to offer revisions and edits for your consideration. **25 pts.**

Literature Review / Primary Research Report (final draft): Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. Students will need to complete a first draft (50 pts) and a peer review (50), in order to submit a final draft. **200 pts.**

Reading Responses: 200 pts (20%)

Throughout the semester, students will submit a maximum of 20 pre and post-reading responses to fulfill the hybrid component of this course. **200 pts**

Participation in Class: 100 pts (10%)

Because this is a hybrid class, participation, once a week, in-class is mandatory. The activities included in this category ensure that students learn the material and help them to compose effective projects. This score will include, attendance, in-class discussion, and other work the instructor assigns. These points will be determined and distributed by the instructor. **100 pts.**

Attendance- once weekly | Pre-Reading Response- due, in hard-copy, the day of class | Post-Reading Response- due, on Bb, 24 hrs after class | Major Assignments- due by the end of the day Friday, on Bb | All Bb work is due no later than 11:59 PM | You must attend draft submissions and peer reviews to turn in final draft

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

Course/Instructor Policies

Project Format: All projects must be word-processed and saved as a .doc file. (File types also accepted: PDF, JPG/PNG. NO .pages or other inaccessible file types. Files submitted as anything other than a .doc/.dox, .pdf, or .jpg/png will not be graded.) They should be in 12 pt. font, have one-inch margins, and be double-spaced. Use a font style that is easily readable like Times New Roman, Arial, or Georgia. Follow APA formatting guidelines at all times

Microsoft Word is available to students at all campus computers and can be downloaded, for free, by contacting the UTEP Technology Help Desk.

Any document submitted as an inaccessible file type (especially a Google document or a .pages extension) will not be graded.

Participation/Attendance: 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. Because this is a hybrid course, attendance is determined by class participation both in class and online. Students must be prepared, participate in online discussions, and attend the face-to-face class consistently to understand and incorporate the rhetorical strategies and processes used to complete the projects. Participation is worth 10 percent of the final grade. Unexcused absences for 3 course meetings will result in a 50% reduction of your participation grade. Unexcused absences for 5 or more course meetings will receive an F, or zero points for participation.

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/>).

**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.* 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.

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 1302: 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 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 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 officially admitted to the university. Any questions or problems can be directed to the **Helpdesk at 747-5257**.

Course Delivery of Course: All the course content will be delivered via Blackboard.

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, if possible, let me know before class begins.
- Do not disrupt class to charge your electronic devices.
- 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 has concluded so you do not 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 for part or all of more than three class meetings in a month, your participation grade will be reduced by 50%. Any absence after your fourth will result in NO in-class participation points.
- 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.

- If necessary, you must discuss ways to improve final grade before Week 13
- You must attend draft submissions and peer reviews in order to turn in final drafts
- You must earn any extra credit before Week 14

Online “Netiquette”:

- Always consider audience. Remember that members of the class and the instructor will be reading any response 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 an f2f situation.
- 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).

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 be disregarded if:

- There is no subject
- Your name/ course (+ date & time) 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). When appropriate, I do accept solutions. 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 if you perform the following:

- 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.

Nature of and Time Spent on Course:

RWS 1302 intends to help students develop a wide variety of strategies for communicating in a variety of media. To succeed in this course requires dedication and focus.

Students should allocate sufficient time for the class projects and work. The general rule for all classes is that students spend two hours working outside of class for each class credit. Because this is a 3-hour class, expect to spend 6 hours doing researching and writing each week. However, remember that the class only meets with the instructor and classmates for 1.5 hours a week. Therefore, add the additional 1.5 hours to the 6 for a total of 7.5 hours. During some weeks students may work more; some weeks they may work less. However, keep this average in mind.

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, 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>)

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 for 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. 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:

Aug 27th Fall Classes Begin
 Aug 30th Late Registration
 Sept 3rd Labor Day (univ closed)
 Sept 12th Fall Census Day
 Nov 2nd Drop/Withdrawal Deadline
 Nov 22-23rd Thanksgiving (univ closed)

Dec 6th Last day of classes
 Dec 7th Dead Day
 Dec 10-14 Final Exams
 Dec 15th Fall Commencement

Weekly Calendar

Attendance- once weekly | Pre-Reading Response- due, in hard-copy, the day of class | Post-Reading Response- due, on Bb, 24 hrs after class | Major Assignments- due by the end of the day Friday, on Bb | All Bb work is due no later than 11:59 PM | You must attend draft submissions and peer reviews to turn in final draft

- **RWH: readings and other homework can be found in your Rhetoric and Writing Studies Handbook (ebook) 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**
- **ho = handout**

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

WEEK	READINGS/HOMEWORK	WORK DUE	NOTES
1 THE READING PROCESS	Bb -Syllabus -Bb intro –Reading Response assignment ho –Reading Process –Subjectivity & Autonomy	Reading Response	First week of class
2 SURFACE READING	Bb -Writerly Reading ho -E-Portfolio assignment ho -Genre Analysis assignment ho -Resume/CV assignment ho	Reading Responses	Labor Day (University closed)
3 UNDERSTAND -ING DIFFICULT TEXTS	Bb Phillips, K. R. (2006). Rhetorical Maneuvers: Subjectivity, Power, and Resistance. Philosophy and Rhetoric 39(4), 310-332. Penn State University	Reading Responses Genre Analysis	Spring Census Day

	Press. Retrieved November 20, 2017, from Project MUSE database.		
4 TOPIC PROPOSAL	<p><u>RWS Handbook</u> pg 183-186</p> <p><u>Bb</u> -Topic Proposal assignment ho -Grant, C., & Osanloo, A. (2014). Understanding, Selecting, And Integrating A Theoretical Framework In Dissertation Research: Creating The Blueprint For Your "House". Administrative Issues Journal Education Practice and Research, 4(2), 9th ser., 12-26. doi:10.5929/2014.4.2.9</p>	<p>Reading Responses</p> <p>E-Portfolio</p>	
5 ANALYSIS & INTERPRE- TATION	<p><u>Bb</u> -Depth Reading Techniques -Hemingway, Ernest. (1927). "Hills Like White Elephants"</p>	<p>Reading Responses</p> <p>Topic Proposal</p>	
6 RESEARCH PROCESS	<p><u>Bb</u> -Secondary Sources ho -Research Prospectus/ Outline assignment ho - Organizing Your Social Sciences Research Paper: 7. The Results. (n.d.). University of Southern California. Retrieved from http://libguides.usc.edu/writingguide/results</p>	<p>Reading Responses</p>	
7 WRITING PROCESS	<p><u>RWS Handbook</u> Assignment #3 Literature Review/ Research Report</p> <p><u>Bb</u> -Literature Review assignment ho - Organizing Your Social Sciences Research Paper: 8. The Discussion. (n.d.). University of Southern California. Retrieved from http://libguides.usc.edu/writingguide/discussion</p>	<p>Reading Responses</p> <p>Research Prospectus/ Outline</p>	
8 USING SOURCES	<p><u>RWS Handbook</u> Literature Review: Student Sample 1</p> <p><u>Bb</u> Warwick, C. (2011, September). Help...I've Been Asked to Synthesize! (J. Clevenger, Ed.). Bowling Green State University. Retrieved from</p>	<p>Reading Responses</p>	

	https://www.bgsu.edu/content/dam/BGSU/learning-commons/documents/writing/synthesis/asked-to-synthesize.pdf		
9 PRIMARY RESEARCH	Bb No reading; work on draft In-Class Primary Research	Reading Response Literature Review (first draft)	<i>*if you do not submit a draft, you cannot turn in final draft</i>
10 ABSTRACT & APPENDIX	Bb -Writing an Abstract -Creating Appendices	Reading Responses	Spring drop/ withdrawal deadline
11 EDITING & REVISING	Bb No reading; bring draft to class	*Peer Review (in class) Reading Responses	<i>*if you do not participate, you cannot turn in final draft</i>
12 OUTLINING AN ARGUMENT	RWS Handbook Assignment 4, *Overview and Guidelines Advanced Visual Argument *(Option 2)	Literature Review (final draft)	
13 VISUAL ARGUMENTS	Bb No reading; work on outline	Advanced Visual Argument Outline	Thanksgiving (University closed)
14 PEER REVIEW I	In-Class Advanced Visual Argument: Draft Workshop 1	Reading Response	
15 PEER REVIEW II	In-Class Advanced Visual Argument: Draft Workshop 2	Reading Response	Last Day of Class Dead Day
16 FINALS	NO CLASS MEETING (see BB for final assignments, due dates and grades)	Advanced Visual Argument (final)	Showcase Finals Week *TBA

Check the UTEP finals week calendar for exact dates for your course