

## SUBJECT & SUBJECTIVITY

### INSTRUCTOR INFORMATION

REBEKAH R. GRADO  
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### OFFICE LOCATION & HOURS

WORRELL HALL 307  
X5416  
M-TH: 9:00 - 11:00 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, then it is 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. 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 and more 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:

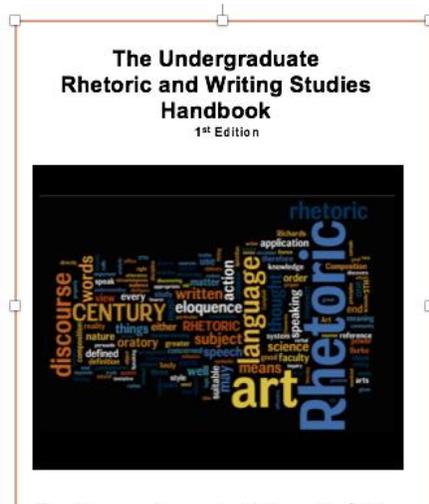
- Understand a theory of discourse communities;
- Engage as a community of writers who dialogue across texts, argue, and build on each other's work;
- Draw on existing knowledge bases to create "new" or "transformed" knowledge;
- Develop a knowledge of genres as they are defined and within discourse 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.

Students will also have the opportunity to strengthen skills sets in the following areas:

- Think, read, and write critically;
- Formulate research questions and perform primary and secondary research to answer those questions;
- Become familiar with the contents of the UTEP Library, in a variety of forms and areas of professional study (e.g. the arts, humanities, sciences, nursing, social sciences, business, engineering, and education);
- Analyze and synthesize material from outside sources;
- Develop a sensitivity to the significance of data and how it can be rhetorically applied to various genres; and,
- As part of a research process, apply research to various genres; receive instruction in the logic and form of documentation within a discipline (APA); learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material); write analytical and argumentative papers appropriate to genres and larger discourse communities. Curriculum

### Necessary Texts & Materials

- Biswas, M. and Crnkovic Padon D. eds. (2016) *The Undergraduate Rhetoric and Writing Studies Handbook*. (An e-book available through the bookstore or through the publisher Follet/VitalSource.



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.

**End of the Semester Showcase:** Your instructor will select, which project your class will develop for the showcase. This semester, our class will develop an Advocacy Website project to complete.

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

#### MAJOR ASSIGNMENTS AND POINTS BREAKDOWN

**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. **100 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. **100 points.**

**Literature Review / Primary Research Report:** 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. **250 pts.**

**Advanced Visual Argument Outline:** Complete the persuasive purpose worksheet, the developing reasons for advocacy, and gathering evidence to support reasons. **50 pts.**

**Advanced Visual Argument:** 200 pts.

Option 2: Advocacy Website.

Students will submit an outline to show the persuasive purpose and argumentative structure for the project (50 pts). Students will also present their progress on their websites to the class as part of a peer review/workshop (50 pts). Both are necessary to submit the final version.

**Reading Responses:** Students will submit a maximum of 20 pre and post-reading responses (10 pts each). **200 pts**

**Participation in Class:** Because this is a hybrid class, participation in-class **and** online 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, peer reviews, 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. 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/>).

**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. 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, 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.
- 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 your fourth 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.
- 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 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 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 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.

### **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](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>)

**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](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:

Jan 15<sup>th</sup> Dr. Martin Luther King, Jr. Holiday - University Closed  
 Jan 16<sup>th</sup> Spring Classes Begin  
 Jan 16-19 Late Registration  
 Jan 31<sup>st</sup> Spring Census Day  
 March 12-16 - Spring Break  
 Mar 29<sup>th</sup> Spring Drop/Withdrawal Deadline

Mar 30<sup>th</sup> Cesar Chavez Holiday /Spring Study Day - no classes  
 May 3<sup>rd</sup> Spring - last day of classes  
 May 4<sup>th</sup> Dead Day  
 May 7-11 Spring Final Exams  
 May 12<sup>th</sup> Spring 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 01/16-01/19	<b>Bb</b> -Syllabus -Bb intro –Reading Response assignment ho –Reading Process –Subjectivity & Autonomy	<b>Reading Response</b>	<b>First week of class</b>
2 SURFACE READING 01/22-01/26	<b>Bb</b> Writerly Reading ho	<b>Reading Responses</b>	

<p>3 DEPTH READING 01/29-02/02</p>	<p><b>Bb</b> <a href="#">Phillips, K. R. (2006). Rhetorical Maneuvers: Subjectivity, Power, and Resistance. <i>Philosophy and Rhetoric</i> 39(4), 310-332. Penn State University Press. Retrieved November 20, 2017, from Project MUSE database.</a></p>	<p>Reading Responses</p>	<p>Spring Census Day</p>
<p>4 TOPIC PROPOSAL 02/05-02/09</p>	<p><b>RWS Handbook</b> pg 183-186 <b>Bb</b> -Topic Proposal assignment ho -<a href="#">Grant, C., &amp; Osanloo, A. (2014). <i>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</i></a></p>	<p>Reading Responses</p>	
<p>5 ANALYSIS &amp; INTERPRE- TATION 02/12-02/16</p>	<p><b>Bb</b> -Depth Reading Techniques -<a href="#">Hemingway, Ernest. (1927). "Hills Like White Elephants"</a></p>	<p>Reading Responses Topic Proposal</p>	
<p>6 RESEARCH PROCESS 02/19-02/23</p>	<p><b>Bb</b> -Secondary Sources ho -Research Prospectus/ Outline assignment ho - <a href="#">Organizing Your Social Sciences Research Paper: 7. The Results. (n.d.). University of Southern California. Retrieved from <a href="http://libguides.usc.edu/writingguide/results">http://libguides.usc.edu/writingguide/results</a></a></p>	<p>Reading Responses</p>	
<p>7 WRITING PROCESS 02/26-03/02</p>	<p><b>RWS Handbook</b> Assignment #3 Literature Review/ Research Report <b>Bb</b> -Literature Review assignment ho - <a href="#">Organizing Your Social Sciences Research Paper: 8. The Discussion. (n.d.). University of Southern California. Retrieved from <a href="http://libguides.usc.edu/writingguide/discussion">http://libguides.usc.edu/writingguide/discussion</a></a></p>	<p>Reading Responses Research Prospectus/ Outline</p>	

8 USING SOURCES 03/05-03/09	<b>Bb</b> <a href="https://www.bgsu.edu/content/dam/BGSU/learning-commons/documents/writing/synthesis/asked-to-synthesize.pdf">Warwick, C. (2011, September). Help...I've Been Asked to Synthesize! (J. Clevenger, Ed.). Bowling Green State University. Retrieved from https://www.bgsu.edu/content/dam/BGSU/learning-commons/documents/writing/synthesis/asked-to-synthesize.pdf</a>	Reading Responses	
03/12-03/16	No reading; work on draft		Spring Break
9 PRIMARY RESEARCH 03/19-03/23	<b>Bb</b> No reading; work on draft	Reading Response (extra credit) Literature Review (first draft)	
10 ABSTRACT & APPENDIX 03/26-03/30	<b>Bb</b> <a href="#">-Writing an Abstract</a> <a href="#">-Creating Appendices</a>	Reading Responses	Spring drop/ withdrawal deadline
11 EDITING & REVISING 04/02-04/06	<b>Bb</b> No reading; work on draft to bring 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 04/09-04/13	<b>RWS Handbook</b> Assignment 4, *Overview and Guidelines Advanced Visual Argument *(Option 2)	Literature Review (final draft)	
13 VISUAL ARGUMENTS 04/16-04/20	<b>Bb</b> No reading; work on outline	Advanced Visual Argument Outline	
14 PEER REVIEW I 04/23-04/27	<b>In-Class</b> Presentation Workshop	Reading Response	
15 PEER REVIEW II 04/30-05/04	<b>In-Class</b> Presentations Workshop	Reading Response	Last Day of Class Dead Day

16 FINALS 05/07-05/11	<b>NO CLASS MEETING</b> (see BB for final assignments, due dates and grades)	<i>Advanced Visual Argument</i>	<b>Showcase Finals Week</b> *TBA
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*Check the UTEP finals week calendar for exact dates for your course*