

Rhetoric and Writing Studies RWS 1302

CRN: 23356 & 23358

In spring 2021, all sections of RWS 1302 are 100% online

Instructor Information

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Online Office Hours: Async- T/H 9:30 AM – 12 PM

Office hours will be held asynchronously via UTEP Miner Mail Tuesday & Thursdays from 11 AM - 3 PM. If you send an email during these hours, I will respond within one hour or less. You may also schedule a time to meet synchronously, on Zoom (see Office Hrs link). Synchronous meetings should be scheduled at least 12-24 hrs in advance. I am also available at other days and times by appointment. Don't hesitate to reach out!

Program Overview

At UTEP, the First-Year Composition (FYC) program in the English department offers two first-year courses that are typically taken as a sequence, RWS 1301—Rhetoric and Composition I and RWS 1302—Rhetoric and Composition II. These courses are intended to help students develop their rhetorical and writing knowledge and skills within these five knowledge domains: writing process knowledge, subject matter knowledge, rhetorical knowledge, genre knowledge, and discourse community knowledge. Therefore, we teach writing as a complex activity through which students are given guidance and often collaborate. Drawing on the rich scholarship of Rhetoric and Writing Studies, we have designed our courses to help students address the challenges of 21st century composing. In these courses, students are empowered to determine the most effective strategies, arrangements, and media to use in different rhetorical contexts.

In spring 2021, all sections of RWS 1301 and 1302 will be taught online. Regardless of the delivery system, the FYC program reminds students that the primary purpose of these classes are the learning and practice of writing. The Conference on College Composition and Communication together with the Council of Writing Program Administrators state:

Writing classes teach writing: Principally, writing classes foreground writing itself as a complex, distributed activity premised upon sociality and community formation, processes and materials, flexibility, and ethical communication. Writing classes may involve participants in purposeful interpersonal interactions (discussions and conversations), writing-related activities (peer review, studying features in model texts), and interpreting texts (making meaning individually or together with others); however, the activity of writing itself continues to be central to what a writing class sponsors.

CCCC and CWPA Joint Statement in Response to the COVID-19 Pandemic

RWS 1301 & 1302 Learning Outcomes

At the end of these FYC courses, students will be able to:

Critical thinking and reading

- Think, read, and write analytically and reflectively
- Address specific, immediate rhetorical situations and their effects on individuals and communities
- Read a diverse range of texts and apply these texts to different audiences, contexts, and situations.

Composing practices

- Read and compose in several genres to understand how genre conversations shape and are shaped by readers' and writers' practices and purposes
- Develop composing processes appropriate to writing style, audience, and assignment
- Use composing processes and tools as a means to discover and reconsider ideas, generate writing, and make meaning
- Engage with a community of writers who dialogue across texts, argue, and build on each other's work
- Develop writing projects through multiple drafts by learning flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- Give, receive, and act on productive feedback from peers and instructors to work in progress

Research

- Learn to formulate research questions, methods for research, and analyze and synthesize material
- Develop 21st century technological literacies and modalities needed for researching and composing
- Locate and evaluate primary and secondary materials, such as: journal articles and essays, books, scholarly and professionally established and maintained databases and archives, and informal electronic networks and internet sources.
- Learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material)
- Apply research to various genres and cite sources in American Psychological Association Style (APA) or Modern Language Association Style (MLA)

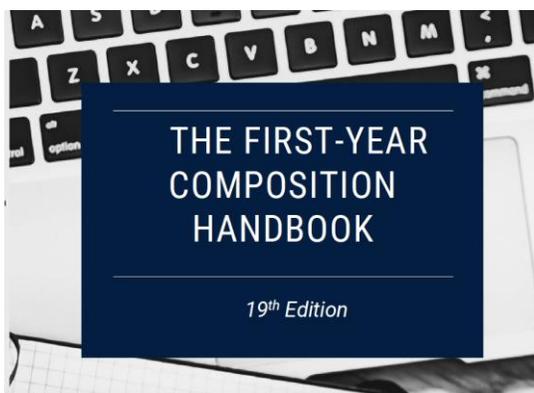
Assessment

- Use reflective learning strategies to self-assess and understand one's processes and products
- Collaborate
- Integrate and act on critical feedback from peers and instructors
- Understand and examine critically the reasons behind writing conventions in fields and disciplines

Rhetoric & Composition 2 (RWS 1302) Course Description

Rhetoric & Composition 2 (RWS 1302) aims to develop your critical thinking skills in order to facilitate effective communication in all educational, professional, and social contexts. This effective communication is based on 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. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.

Required Texts & Materials



Bossie, R., & LaPrade, P. (2019). *The First-Year Composition Handbook, 19th ed.*

An e-book available through the UTEP Bookstore.

Course Assignments and Grading

This section consists of an overview of assignments. The icons relate to relevant UTEP Edge learning outcomes. Specific assignment guidelines can be found in the *Handbook*. Further instructions are posted on the Blackboard course content.

GENRE ANALYSIS

Presentation-style Assignment: Students will identify two texts that review the same subject, but in different genres (like a written book review and a Youtube video review of the same book), to write a comparative analysis. This will be submitted using any presentation software you can access (Sway, Powerpoint, Prezi, etc) to, and graded by, the instructor. **100 pts.**

LITERATURE REVIEW/PRIMARY RESEARCH REPORT

Research Question: Students will write a proposed research question to answer a currently debated or unanswered question or addresses a problem in the current conversation taking place around the chosen topic. This will be submitted as a response to a discussion post, to be approved, and graded by the instructor. **50 pts.**

Group/Individual Contract & Sources: As part of this assignment, you must generate 3-4 research questions and begin to find sources for the Literature Review/Research Report. **50 pts.**

First Draft: After you have your topic approved, and considering feedback you receive on your outline (in response to a discussion board post), and after analyzing/reviewing/critiquing your 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; nor is it expected to be perfect or "pretty." The purpose of the first draft is to mark your progress and offer suggestions. **50 pts.**

Second Draft (Peer Review): 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. **50 pts.**

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. This will be submitted (rough and final drafts) to, and graded by, the instructor. **200 pts.**

Visual Argument/ Conference-Style Presentation:

In order to participate as a member in your discourse community, you'll connect your research to a need that exists within your community. Ultimately, you will *advocate* (i.e. argue) for a way your audience can act now to meet this need. To do this, you'll create a multi-modal presentation. You will locate direct quote and paraphrased artifacts from within the research you have performed this semester, and from what you can additionally access on the web, that you will present in whatever manner you choose (e.g. Sway, PowerPoint, video narration, photo essay, video or infographic collage, etc.). Additionally, you will include a creator's statement where you will explain your research and justify your choices. **100 pts.**

Participation in Class

This is a workshop style class in which each person's participation is essential. I encourage you to be a lively participant in our discussions. What you offer to the whole group in discussions can help stimulate all of us. I expect that you will offer thoughtful, informed responses, ask questions, and feel welcome to challenge views expressed by your classmates and me. Please do not hesitate to ask when you have questions about your writing or about other aspects of the course. Throughout the semester, you will be engaged in frequent peer response sessions. I am interested in what you contribute to the community of your peers, and also how you utilize their feedback in guiding your revision. **400 pts**

Grade Distribution (Students can earn a total of 1000 points for the course):

A-1000-899 | **B-898-799** | **C-798-699** | **D-698-599** | **F-599 & below**

Online Course Delivery

Course Delivery:

In spring 2021, RWS 1302 will be held fully online. Some classes will meet synchronously, meaning that there will be virtual class sessions on video (Zoom, Blackboard Collaborate, or MS Teams), while others will meet asynchronously through Blackboard. The course is designed to engage students

through discussions with your classmates and instructor through Blackboard (Bb), UTEP's Learning Management System (LMS). The course will rely extensively on Blackboard, though your individual instructor may supplement it by incorporating other platforms and various media. In order to succeed in the course, you will need to have regular use of the internet and a stable connection. Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer. If you don't have a computer or reliable internet at home, the university can help you with resources: [Technology Support - UTEP](#). Please speak with your instructor immediately if you will need assistance. We want you to have the opportunity to succeed in class without concern about access. There are also computers available for you to use in the library on campus.

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

Students can prepare for the course by familiarizing themselves with the "Ready for Online Learning" guides to acclimate to online learning:

- Dispelling the Myths of Taking an Online Class
- Check Your Technology
- Communicating Effectively Online
- Managing Your Time Before It Manages You
- Online Teamwork
- Netiquette Guide for Online Courses

These guides are available on the navigation bar on the Blackboard shell for RWS 1302.

Students can also prepare by taking the Blackboard Student Orientation (<https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html>)

Submitting Work: All work will be submitted through the Bb course shell for this class. Since Bb comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA or MLA format unless directed otherwise. Be sure to name each submitted assignment with your name and the title of the assignment. (For example: jmartinez rhetanalysis draft; jmartinez rhetanalysis final).

Late Work: It is important to submit work before deadlines for full credit and feedback. : 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 w/ a grade penalty.
- 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.

Classroom Etiquette and Netiquette

- 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 (whether face-to-face or online), and to surface through discussion board postings. You are expected to demonstrate respect and courtesy for your peers and instructor when they express differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be permitted. Angry displays, whether in writing, online postings, or in class discussions will be handled as disruptions to the wellbeing of the class and responded to as negative participation.
- As a general rule: always consider audience, in class and online. As Virginia Shea writes in *Netiquette*, the first, or “golden,” rule of online practice is to “Remember the human.” Remember that members of the class and the instructor will be reading your postings. When reacting to someone else’s message (verbal or written), address the ideas, not the person and 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 your RWS classmates and instructor 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).
- 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
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- **Online “Netiquette”:**
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- 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).
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- **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:**
 - A. All emails should have a clear subject heading.
 - B. All emails should have a clear, courteous salutation. “Dear Miss. Grado” would be appropriate in the case of this class.
 - C. All emails written for professional purposes should adhere to standard grammar, punctuation, and capitalization.
 - D. All emails should be signed with your name (otherwise, your reader may not know who you are!).
 - E. 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.
 - F. If there are any attachments, you should explain your reason for sending them and indicate the program in which they were written.
 - G. 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)

The Federal Education Rights and Privacy Act (FERPA) makes it illegal to provide information regarding your education to a parent or interested party

University and Program Policies

FYC Class Attendance Policy

According to UTEP's [Curriculum and Classroom Policies](#):

The student is expected to attend all classes and laboratory sessions. 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 or with a grade of F after the course-drop deadline.

Please consult UTEP's [Curriculum and Classroom Policies](#) for more information regarding Excused Absences for University-Recognized Activities, Absence for Religious Holy Days, and Military Leave

Attendance is mandatory for all freshman-level courses. Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help students learn to improve their writing, often through the discussion of a sample student project (sometimes the student's, sometimes one written by a classmate).

In addition, the First-Year Composition Program has developed the following policies that should be adhered to strictly by all instructors:

For Face-to-Face Classes:

Students are entitled to a single week of unexplained absences without penalty (for example, 3 classes missed in a three-times-a-week class, 2 classes missed in twice-a-week class, 1 class missed in a once-a-week class).

After 2 total weeks of absence (not necessarily consecutive classes) the student's grade is lowered by a full letter (A becomes B, etc.).

After 3 total weeks of absence (not necessarily consecutive), the student is automatically dropped from class.

Missing a scheduled conference with the instructor constitutes an absence.

For Hybrid courses

The attendance policy for hybrid courses aligns with the structure for face-to-face courses with each missed weekly class meeting constituting absence from a week of class.

The program recommends that the student contact the instructor to discuss the attendance policy and how it applies in cases in which it is not possible to attend a weekly class meeting, while continuing to maintain robust participation in class activities. [see also online courses]

For Online courses

In an online class, attendance is measured by participation in class activities. The attendance policy for online courses aligns with the structure for face-to-face courses, with each missed week of class activities constituting absence from a week of class.

The instructor can measure participation through various pathways, such as completion of scaffolded activities and discussion posts, and responding to other students' posts and feedback. We also recommend measuring course activity by using the Course Reports feature on Blackboard, particularly the Course Activity Overview.

When it becomes evident that it is not possible to participate in class, the program recommends that the student contact the instructor to discuss the attendance policy and how it applies, before resuming robust participation in class activities.

Drop Policy

If you cannot complete this course for whatever reason, please contact your instructor. Your instructor can help you with the drop process and you can contact the Registrar's Office. If you do not drop, you are at risk of being dropped by the instructor and possibly receiving an "F" for the course.

Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of **academic integrity**. 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. Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs. Visit the [Office of Student Conduct and Conflict Resolution](#) page for more information on Academic integrity.

Accommodations

UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu.

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.

Please note that in fall 2020 the UWC will be operating fully online. Go to [University Writing Center - UTEP](#) to make an appointment with a writing center consultant.

There are now two options students can take advantage of:

- 1) **Synchronous online assistance** – students can go to our website (utep.edu/uwc) and use the link to log into Blackboard Collaborate. No Appointment Needed! We will review your paper with you live online! Visit our website for current hours and availability of Synchronous Sessions.
- 2) **Email us your paper** – go to our website (utep.edu/uwc) and choose the Email option. You can email your paper to us any time. We will review it during our next open hours of operation and return it to you with suggested revisions. There may be up to a 72-hour turnaround for emailed papers, so plan ahead.

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.

Important Dates for Spring 2021 Semester

Jan 18th	<i>Dr. Martin Luther King, Jr. Holiday – University Closed</i>
Jan 19th	Spring classes begin
Jan 19th–22nd	<i>Late Registration (Fees are incurred)</i>
Feb 3rd	Spring Census Day <i>Note: This is the last day to register for classes. If payment is not received by this day, students will be dropped.</i>
Feb 15th	20 th Class Day <i>Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.</i>
Feb 19th	<i>Graduation application deadline for degree conferral</i>
Mar 21st	<i>Midterm Spring 2021 Grades Due</i>
Mar 15-19th	<i>Spring Break</i>
Mar 26th	<i>Cesar Chavez Holiday – no classes</i>
Apr 1st	Spring Drop/Withdrawal Deadline <i>Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.</i>
Apr 2nd	<i>Spring Study Day</i>
Apr 16th	<i>Deadline to submit candidates' names for degree conferral</i>
May 6th	<i>Spring – Last day of classes</i>

May 7th *Dead day*

May 10-14th *Spring Final Exams*

Weekly Calendar

Attendance- daily / Some Discussion Posts MUST be submitted IN class / All work on Bb begins with the date(s) the assignment is due / All Bb work is due no later than 11:59 PM / You must observe all phases of the writing process to turn in final draft

- *Ebook: reference pg # from the top-left pg locator, next to the magnifying glass icon*
- *DB: Discussion Board Post*
- *Bb (Blackboard): readings and other homework can be found on Blackboard, usually in the course content folder corresponding to the week, and must be completed prior to class meetings*
- *ho = handout (usually found in the Assignment Dropbox/Module)*

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	WORK DUE	NOTES
1 01/18- 01/22	<p style="text-align: center;"><u>Bb</u> Welcome! Explore the extent of our course shell. As you do so, read the following: -Syllabus -Blackboard Tutorials (see navigation bar) -Calendar etc. And be sure to visit Module 1 and read: -1.1. Welcome &- 1.2. Structure & Expectations</p>	<p style="text-align: center;"><u>DB</u> Ideally, work is completed after reading (& re-reading) is complete. Visit the Discussion board to complete the following by the due date/time: -DB1 -Q&A post</p>	<p style="text-align: center;">First Week of Semester Late Registration</p>
2 01/25- 01/29	<p style="text-align: center;"><u>Bb</u> -Module 1.3 - 1.4 -Genre Analysis Assignment ho (see Assignments page)</p>	<p>-DB 2</p>	
3 02/01- 02/05	<p style="text-align: center;"><u>Bb</u> -Module 2.Intro – 2.2.1 <u>Ebook</u> Genre Analysis Matrix questions, pp.246 -249</p>	<p>-DB 3 & DB 4</p>	<p style="text-align: center;">Census Day Genre Analysis due next week</p>
4 02/08- 02/12	<p style="text-align: center;"><u>Bb</u> - Module 2.3-2.3.1</p>	<p>-DB 5 02/19--Genre Analysis</p>	
5 02/15- 02/19	<p style="text-align: center;"><u>Ebook</u> Literature Review, pp.242 <u>Bb</u> Module 2.4-2.4.2</p>	<p>DB 6</p>	

6 02/22- 02/26	<u>Bb</u> -Module 3.1-3.2.2	DB 7 & 8	<i>Research group sign-up</i>
7 03/01- 03/05	<u>Bb</u> -Module 3.3 -Group Contract Assignment ho	DB 9 Group Contract	
8 03/08- 03/12	<u>Bb</u> -Module 3.4, 3.5 & Synthesis Example	DB 10 Primary Research Surveys	Midterm Grades due First Draft in 2 weeks
9 03/22- 03/26	<u>Bb</u> -Module 3.6	DB 11 03/26--First Draft (Individual Source Review/Synthesis)	Last Week to Drop/Withdraw
10 03/29- 04/02	<u>Bb</u> -Revisit 3.3. and review Primary Resources (check out additional resources at the bottom of the module)	Return to DB Primary Research Surveys	
11 04/05- 04/09	<u>Bb</u> -Module 4.1-4.2	Peer Review DB	04/05-04/10— Peer/ Review Second Draft (submit your individual work), DB
12 04/12- 04/16	<u>Bb</u> -Module 4.3 -Visual Argument ho	DB 12 04/23--Literature Review Final draft due	
13 04/19- 04/23	<u>Bb</u> -Module 4.4	DB 13	
14 04/26- 04/30	<u>Bb</u> -None	DB 14	

15 05/03- 05/07	Bb NONE <u>ALL semester course work (excluding final projects) must be submitted before Dead Day</u>	DB 15	Last Day of Semester Dead Day
16 05/10- 05/14	Work CANNOT be accepted after the due date/time, as with a face-to-face final	see Bb for date—Visual Argument Final project	Final Exams Final Grades due

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