RWS 1301: Rhetoric and Writing Studies (Spring 2020)

CRN: 25066	*INSTRUCTOR: STEPHEN J. BOAKYE*
TIME/DAYS: MWF 7:30-8:50AM	*E-MAIL: SJBOAKYE@MINERS.UTEP.EDU*
MAIN PLATFORM: BLACKBOARD	*PHONE (OFFICE): TBA*
VENUE: UGLC 236	*OFFICE HOURS: MW: 9:30-11:00AM (MST)*
	OFFICE LOCATION: CARREL #419, MAIN LIBRARY

Course Description

The goal of RWS 1301 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.

RWS 1301 is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. Through these assignments, you will learn how to write to explore, to inform, to analyze, and to convince/problem solve. 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.

It emphasizes the use of technology through a variety of assignments and activities. One important piece of technology utilized is the Blackboard system. Blackboard provides students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in Blackboard consistently as it is an integral part of the course.

Ultimately, this course is meant to teach you the skills necessary for RWS 1302. It is designed with four major types of writing in mind. These are: Writing to Explore, Writing to Explain, Writing to Analyze, and Writing to Convince/Solve Problems. Mastering all of these types of writing are necessary for success in RWS 1302 and beyond.

Support Information

*You are allowed to contact me online during my office hours. When I am in the office, I may be sitting by a computer so feel free to contact me on Skype or Blackboard Collaborate for us to chat or collaborate on your writing. To avoid clashing with a student who may visit the office, do let me know at least 12 hours in advance that you would contact me online. *Please note that any information in this syllabus is subject change. Whenever there is going to be any change, I shall duly inform the class via Blackboard/email.*

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 works. 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 helpdesk.utep.edu or call (915) 747-5257.

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 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.

Required Texts & Materials

THE FIRST-YEAR
COMPOSITION
HANDBOOK
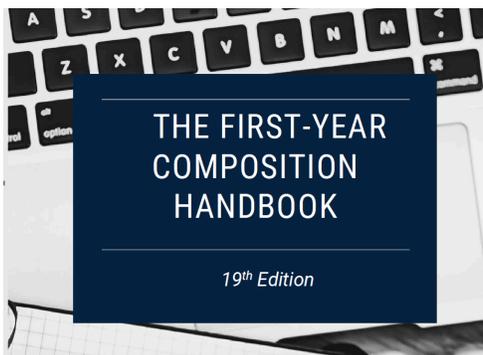
19th Edition

Bossie, R., & LaPrade, P. (2019). The first-year composition handbook, 19th ed.

An e-book available through the UTEP Bookstore.
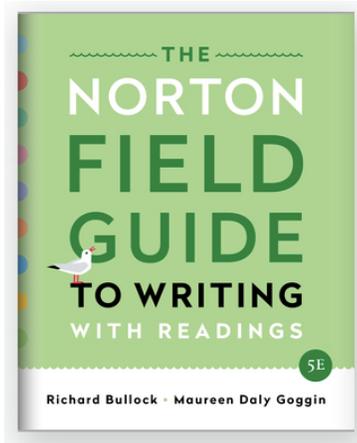
Bullock, R., & Daly Goggin, M. (2019). The Norton Field Guide to Writing with Readings (5th ed.)

Available at the UTEP Bookstore.

Additional readings may also be posted on Blackboard

Course Assignments with *suggested* Readings

Assignment #1: (100 pts.)

Option 1: E-portfolio Website/Blog

Maintain a reflection blog and develop an E-Portfolio

Option 2: Pre-Professional E-Portfolio

Begin development of a professional website

Assignment #2: (100 points)

Option 1: Discourse Community Ethnography / Map

Option 2:

Assignment #3: Choosing a Topic for the Semester (as part of the participation points)

Assignment #4:

 Rhetorical Analysis (100 points)

Option 1: Textual/Rhetorical Analysis and Visual Analysis assignments (two separate assignments, 50 pts each)

Option 2: Website Analysis paper (both text and visual in one assignment, 100 points)

Option 3: Website Analysis presentation & response (both text and visual in one assignment, 100 points)

Assignment #5 Annotated Bibliography (100 points)

Assignment #6 Global Issues Report (100 pts)

Option 1: Global Issues Report

Assignment #7 Visual Argument (150 points)

Option 1: Infograph(ic)

Option 2: Public Service Announcement

Assignment #8 Visual Argument Presentation (50 points)

Participation in Class and Online. Class Participation/Attendance and other work as assigned by the instructor.

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 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 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.

Course Delivery:
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.

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).

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. Because attendance is taken serious in this course, regular rollcalls will be made and students who are absent without permission on **three** of such occasions would be disqualified from receiving an A even if their performance earns them that. If for some reasons a student cannot be in the classroom, that student must send the instructor an email to explain why and request for permission to be absent, **at least 24hours** before the class.

Course Policies

- Accept where indicated all assignments are due on **Friday 11:59pm** (MST) and **Sunday 11:59pm** (MST).
- Late submissions will attract point deduction or a grade below what an assignment deserves.
- Missing a scheduled conference with the instructor constitutes an absence.
- 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.

Late Work:

- Students who fail to submit assignments on time do not receive feedback on performance. Therefore, it is important to submit work before deadlines for full credit and feedback.
- Assignments submitted one class day after the due date will be penalized up to one letter grade.
- Assignments submitted more than one day late may not be acceptable to the instructor for credit.
- Be sure to submit all major assignments in order to pass this class. While late work may adversely affect a grade, a zero can adversely affect enrollment.
- If a major assignment is over two class days late, the student faces failure for this section.

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). 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. The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

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 this Semester:

Jan 21	Spring classes begin
Jan 21–24	Late Registration
Feb 5	Spring Census Day
Mar 21	Midterm Spring 2019 Grades Due
Mar 16-20	Spring Break
Mar 27	Cesar Chavez Holiday – no classes
Apr 3	Spring Drop/Withdrawal Deadline
Apr 10	Spring Study Day
Apr 17	Deadline to submit candidates' names for degree conferral
May 7	Spring – Last day of classes
May 8	Dead day
May 11-15	Spring Final Exams
May 16-17	Spring Commencement
May 20	Grades are Due
May 21	Grades are posted to student records

Weekly Schedule (Provisional -- Subject to change)

Week	Outcomes	Readings	In-Class Activities	Writings due	Points
Week 1: Jan 21 & 23 **Introductions & Discourse Community**	By the end of the week, students will: 1. Understand the goals of the course 2. Be introduced to Blackboard, e-portfolios 3. Understand Swales's Discourse Community	**Review syllabus, Blackboard, and E-Portfolio Project NFG: Assignment #1: Ch.32** **Article: Swales, John. "The Concept of Discourse Community" Genre Analysis: English in Academic and Research Settings. Boston: Cambridge UP. (1990) 21-32, Print**	**T**: 1. Introduction of class 2. Discuss goals and grading **R**: 1. Introduce Weebly and e-portfolio project **2**. Discuss Swales's Discourse Community	**Sunday: Introductions**	10
Week 2: Jan 28 & 30 **Discourse Community**	By the end of the week, students will: 1. Understand what genres are and how they apply to different areas of their lives 2. Have a basic understanding of the map.	**Handbook: Assignment #2-Discourse Community pp.65 pp. 59 NFG: Rhetorical Situations pp. 53-70** **Assignment #3-Choosing Topic**	**T**: 1. Introduce Discourse map and choosing topic 2. Work on Discourse Community Map and topic **R**: 1. Introduce rhetorical appeals, audience and purpose 2. Discuss genre, purpose, and rhetorical appeals	Friday: E-Portfolio Shell	**20 (ePortfolio)**
Week 3: Feb 4 & 6 **Prewriting/ Invention**	By the end of the week, students will: • Understand the writing process	NFG: Ch. 28-31	**T**: Discuss the writing process and how to become aware of it **R**: 1. The Writing Process (Cont'd) 2. Meet at the Library for Writing Center Orientation	**Friday: Choosing a topic** **Sunday: Community Discourse Map**	**25 (Topic)** **100 (Discourse Map)**
Week 4: Feb 11 & 13 **Topic for the**	By the end of the week, students will:	**Handbook: Assignment #6 pp. 122**	**T**: 1. Discuss the meaning of Rhetorical Analysis. 2. Go	**Sunday:** **1. Biweekly**	10 (Discussion)

Semester/Rhetorical Analysis	• Understand the purpose of rhetorical analysis	NFG: Ch. 20	over Rhetorical Analysis guidelines. R: 1. Discuss how to apply Rhetorical Analysis 2. Discus how to develop a proposal	Discussion Post 2. Rhetorical Analysis proposal	10 (Analysis)
Week 5: Feb 18 & 20 Peer-review	By the end of the week, students will: 1. Understand the basic principles of peer-review 2. Apply these principles to the writing of their colleagues	NFG Ch. 28 Eli Review. Feedback and Revision. http://elireview.com/content/td/feedback/	T:1. Introduce (a) peer- review process. (b) Positive and negative feedback. (c)Subjective opinion. 2. Discuss (a) peer- review expectations. (b)What to look for, focus on, and take into consideration during peer-reviews R: Students peer-review drafts	Sunday: Rhetorical Analysis peer-review draft	10 (Draft)
Week 6: Feb 25 & 27 Revision	By the end of the week, students will: 1. Become self-aware of their revision process 2. Understand how to avoid bias	Re-read NFG Ch. 32 Eli Review. The Basic Revision Moves, Part 2. http://elireview.com/content/td/revision/	T: 1. Begin class with activity on writing process with an emphasis on the revision phase 2. Group Activity: Discuss Sommers and corresponding questions R 1. Focus on style and usage, as well as differences between informal	Friday: Peer review memo Sunday: Rhetorical Analysis final draft	5 (Memo), 10 (Discussion) & 100 (Rhetorical)

			and formal language 2. Discuss different ways of avoiding bias through the usage of language.		
Week 7: March 2 & 5 **Global Issues Report Report/Annotated Bibliography**	By the end of the week, students will: • Understand how to choose a global issue to focus on and why it is important for future use.	Handbook: **Assignment #5: Annotated Bibliography Assignment #6: Global Issues** NFG: Ch. 12, 14, 47 & 48 **Optional: Readings: Cushman, E. (1996). The rhetorician as an agent of social change. College Composition and Communication, 47(1), 7-28.**	T: 1. Address how to write about a problem and how to identify problems that are conductive to good research and paper writing material. 2.Talk about the Global Issue Proposal R: 1. Introduce Annotated Bibliography. 2. Go over format issues in constructing annotated bibliography.	Sunday: Global Issue proposal	10
Week 8: Mar 10 & 12 **Research/Annotated Bibliography**	By the end of the week, students will: • Understand the services offered at the library and how to make use of them for assignments.	NFG: Ch. 15, 49; Wikipedia as a Site of Knowledge Production: pp. 816-822 HANDBOOK: **Assignment #5: Annotated Bibliography** Optional: Flower, L. & Heath S.B. (2000). Drawing on the local: Collaboration and community expertise. Language and	T: 1. Demonstrate the importance of generating good research questions. 2. Discuss how to generate questions for Annotated Bibliography. R: (Meet in library) Library Tour/ Orientation	Sunday: Weekly Discussion Due Annotated Bibliography peer-review draft	10 (Discussion) 20 (Draft)

		Learning Across the Disciplines, 4(3), 43-55			
Week 9: Mar 24 & 26 Argument/ Opinion	By the end of the week, students will: 1. Understand the difference between opinions and arguments 2. Know the strategies to use to avoid fallacies in their arguments.	NFG: Ch. 13 and "An Outbreak of the Irrational" pp. 808-813	T: 1. What is an argument vs. an opinion? 2. Develop ideas on how to take the subjective opinion out of the paper. R. 1. Introduce Fallacies and how to identify them. 2. Discuss different types of fallacies and how they influence writing.	Friday: Peer review memo Sunday: Annotated Bibliography final draft	& 100 (Annotated Bib.)
Week 10: Mar 31 & Apr 2 APA/ Plagiarism	By the end of the week, students will: 1. Understand plagiarism within the university guidelines 2. Know how to avoid plagiarism. 3. Become acquainted with the APA format.	NFG Ch. 50, 51, 52, 53 & 55 and 'Is Google Making Us Stupid?' Pp. 789-803 . DeVoss, D., & Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. Computers & Writing, 19(2), 191-204.	T: 1. Discuss plagiarism in accordance with university standards. 2. Discuss General APA formatting. R: 1. Explain basic APA citations (both in-text and references). 2. Discuss Less Common APA citations	Sunday: Global Issue peer-review draft	20 (Draft

Week 11: Apr 7 & 9 Introduce Visual Argument	By the end of the week, students will: 1. Be introduced to opinion pieces. 2. Understand how persuasion works	*NFG Chs. 57, 58* HANDBOOK: Assignment 7, Visual Argument	T: 1. Address what persuasion is. 2. Students look a different methods persuasion and assess their effectiveness and the strategies use R: Workday	Wed: Peer-Review Memo Due Sunday: Global Issue final draft	100 (Final Draft)
Week 12: Apr 14 & 16 Visual Rhetoric, Technology and Visual Argument Assignment	By the end of the week, students will: 1. Understand differences between different types of visual arguments 2. Know what should be in a VA.	Handbook: Assignment #7 p. 156 NFG: Part 7	T: 1. Introduce the concept of a visual argument. 2. Introduce Visual Assignment. R: Look at different VAs and analyze what they have in common and what they do differently.	Sunday: Visual Argument proposal	10 (Visual Argume nt) & 10 (Discussi on)
Week 13: Apr 21 & 23 Visual Argument	By the end of the week, students will: • Know how to develop their textual argument into a visual argument.	Articles: George, D. (2002). From analysis to design: Visual communication in the teaching of writing. CCC 54(1): 11-39. Hocks, M. (2003). Understanding visual rhetoric in digital writing environment s. CCC 54(4), 629- 56. [Watch Video on Editing video with iMovie]	T: Have a workshop on iMovie R: 1. Discuss different strategies for developing ideas in visual contexts. 2. Discuss the differences between writing in different mediums.	No writing due	

| Week 14: Apr 28 & 30

Technology for Visual Rhetoric/ Website Assignment | By the end of the week, students will:

• Give oral presentations on and showcase their VA's | No reading due | T: Work in class on VA

R: Visual Argument Presentations | Sunday: Visual Argument | 150 |
|---|---|---|---|---|---|
| Week 15: May 7

Finals Week | By the end of the week, students will:

The course ends this week. | No reading due | | E-Portfolio Reflection | 100 |

Summary of Assignment Points:

Assignments	Points Possible	Due
E-Portfolio Website Assignment	**100**	May 7*
Discourse Community Map	**100**	Feb 9
Choosing a Topic for the Semester	**25**	Feb 16
Rhetorical Analysis	**100**	Mar 1
Annotated Bibliography	**100**	Mar 29
Global Issue Report	**100**	Apr 12
Visual Argument	**150**	May 3
Visual Argument Presentation	**50**	Apr 30
Weekly Discussions (9)	90	Refer to course map
Attendance/Participation	100	
Introductions	10	Jan 24
Proposals (3)	30	Refer to course map
Peer-Review Drafts (3)	30	Refer to course map
Peer-Review Memo (3)	15	Refer to course map
Total:	**1,000**	

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

*Note: Deadlines are subject to change.