

RWS 5383/6383 Global Rhetorics

Mondays 6:00 pm - 8:50 pm, Hudspeth Hall 313

Spring 2022, CRN 29111

Instructor Information

Dr. Soyeon Lee (she/her/hers)

Office: Hudspeth Hall Room 309

E-mail: slee15@utep.edu (expect a response within 24-48 hours M-F)

Office Hours: Mondays 3:00 – 6:00 p.m.

Schedule an appointment: <https://calendly.com/slee15>

Zoom link: <https://utep-edu.zoom.us/j/8309009811>

COVID-19 Precautions

Please stay home if you (1) have been diagnosed with COVID-19, or (2) are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

Course Description

This course investigates the intersection of global forces and rhetorics as a site of critical inquiry. By using frameworks centered on mobility, identity, and languaging, we will ask the following questions:

- How do globalization and its multi/trans-national and intercultural nature shape writing practices and rhetorics of humans and material ecologies of nonhumans?
- How do data, information, texts, and writings cross borders and promote the circulation of capital, affect, and material actions?
- How do rhetorical frameworks and practices reconfigure global interdependence often based on extractive colonial economies? How can we leverage those rhetorical frameworks and practices to address power differentials, frictions, and injustice?

To answer these questions, we will survey the social and material effects of language, culture, media, and technical infrastructures on writing and rhetoric at global levels and human mobility with its entangled implications such as colonialism, inequality, citizenship, and deportation. Beyond human mobility, this course will also investigate the mobility of nonhumans amplified by flows of goods, money, resources, and humans. With a focus on geopolitical divides between the Global North and the Global South, we will navigate human organizations and the biopolitics that govern ecologies including globe itself, bodies, animals, plants, and parasites and manage social systems (e.g., distribution systems of medicines, healthcare, and labor). This examination will be followed by the exploration of rhetorical strategies and tactics that counter hegemonic Western paradigms, including but not limited to grounded transnationalism, decolonial feminist movements, translation, user localization, border materialism, and multimodal activism.

Students completing RWS 5383/6383 should be able to do the following:

1. Engage current issues in global frameworks and transnational/translocal approaches
2. Develop research questions and methodologies that address global issues
3. Identify various social, cultural, and institutional factors global rhetorics and literacies
5. Articulate the value of their own pedagogical practices of teaching language, rhetoric and composition, and technical and professional writing through global approaches

Course Materials

Readings include parts of the books and articles, which are available online through UTEP Libraries and Blackboard. Please see below for recommended journals for self-selected further readings and class assignments:

Annual Review of Anthropology
Anthropology and Education Quarterly
College Composition and Communication
College English
Communication Design Quarterly
Community Literacy Journal
Cross-Cultural Research
Ethnography and Education
Globalizations
IEEE Transactions on Professional Communication
Journal of Global Literacies, Technologies, and emerging Pedagogies
Journal of Language, Identity, and Education
Journal of Rhetoric, Professional Communication, and Globalization
Linguistic Anthropology
Qualitative Health Research
Qualitative Inquiry
Research in the Teaching of English
Rhetoric Society of America

Assignments

1. Journal Response

You will select your own further reading and discuss it in class. You will write a 350-500 word summary and response to your selected article. The response is encouraged to synthesize what you selected from the journal you chose and articles/book chapters from our course materials.

2. Course Facilitation (*visual aids needed)

To facilitate our course discussion, I will ask you to present an overview of your response to the reading materials and provide a visual aid (15-20 minutes) at the beginning of the course meeting. Then, lead a 30- or 40-minute class discussion based on your reading. In your facilitation, you may include short in-class writing sessions in your course facilitation section, draw our attention to specific keywords or themes, and assign us to discuss with 2 or 3 specific discussion questions.

3. Mini-Methods Assignments: Observation and Interview Assignments

To develop your final project, you will work on an observation assignment and interview assignment as mini-methods assignments. In these assignments, drawing on qualitative methods, you will set up a

working hypothesis or a “guiding theoretical problem” (O’Reilly, 2012, p. 32). The point of this assignment is to exercise implementing preliminary fieldwork and analysis related to global rhetorics for your academic or professional career goal. You will use reading materials, theoretical toolkits, and methodological toolkits included in Norton & De Costa (2018). You will submit your observation report and interview assignment separately.

Deliverable (a 2-3 page single-spaced Word document per assignment):

1. Create a cover memo that explains the method and a brief overview that lays out what you did and how you did it
2. Include your observation maps/interview transcripts (*guidelines, templates, and samples will be provided)
3. Write results descriptions
 - a. What happened?
 - b. What did you learn from your fieldwork?
 - c. What worked well or what problems did you face?
 - d. What findings emerged? What different things did emerge from your findings?

4. Proposal Abstract and Global Language Event for Final Project

Early in the semester, you are to submit a 1-page, single-spaced project proposal abstract (not including the references) for a final project you’d like to complete for potential publication, MA thesis, PhD exam, or dissertation. Your final project can be a research proposal on a subject related to the course or any other professional projects you pursue (please see 5. Final Project), in which you explain what kind of final project you plan to create, why you’ve chosen this option (i.e., why it’s relevant or useful for you), and your current ideas about what you’ll say.

At the end of your proposal, add your “Global Language Event” artifact as an appendix page. You will present part of your proposal along with your artifact in class. Your global language/rhetorics event artifact will be viewed as an observable literacy event (Heath, 1982) and can be in any of numerous forms: a newspaper clipping, article printout, commercial ad, or a brief written description of an interaction you have observed that illustrates a topic of this course (language, globalization, identity, and cultural/racial/linguistic diversity). Your proposal abstract and artifact will be shared on the proposal abstract presentation day.

5. Final Project

I offer several options below for final course projects, but the overall purpose of this final project is to create a preliminary work that can start the first few steps that can meet your academic or career goals. The requirements are that your project is connected to the ideas and content of this course (i.e., global rhetorics, education and writing studies in global contexts, global user experience, and so forth) and that you produce some new writing as part of your work on the project. If you have other ideas you want to work on, please feel free to reach out to me before you work on your proposal abstract. You’ll turn in short proposal for the final project early in the semester as explained above. You will share part of your final project and workshop with others in class before you complete your final project in full length. Possible final projects can be one of the suggestions below:

5-1. Research proposal (10 double-spaced pages, not including reference pages): propose a project that builds on current research in composition studies and will add important knowledge to the field.

5-2. Proposal for a specific course design (6-12 single-spaced pages) that includes

- a description of the theme and learning outcomes for the course
- a description of the institutional context for your proposal
- an overview of readings & assignments
- a 2-3 page theoretical rationale
- References (for your design and rationale): this references section needs to include additional materials different than the course reading list.

5-3. Conference proposal and paper: find an upcoming conference call for papers (CFP). Write a proposal and paper that engages with the conference theme and with scholarship in composition studies. Unless the conference guidelines specify otherwise, your paper should be no more than 7-10 double-spaced pages, which should fill a 15-20 minute presentation.

5-4. Teaching portfolio or dossier (6-12 pages)

- a single-spaced, 1-2 page teaching philosophy with a focus on global contexts
- documentation of your teaching that reflects your approaches to diverse students in global contexts
- a list of courses you've taught with brief descriptions
- sample materials such as assignments or lesson plans
- evidence of teaching effectiveness, and
- a sample course proposal that is related to global rhetorics (1-2 page, single-spaced proposal for a course you'd like to teach that give an overview of the topic and/or goals, a list of possible texts, and an outline of units or projects)

6. Final Project Presentation (*visual aids needed)

You will deliver a presentation on your ongoing final project. Your presentation should be supplemented by a visual aid and will be a 6-8 minute presentation followed by a brief discussion session.

7. Research Ethics Requirement

Visit <https://www.utep.edu/orsp/human-subjects-research/training/> Create an account and take training as described on the webpage. Graduate students will take the Social Behavioral Researchers Stage 1 Basic course. Submit a copy of your CITI Training Completion Report.

Assignments	Points
Attendance, Participation, Workshopping, & Professionalism	10 pts
Journal Response	10 pts
Course Facilitation	10 pts
Mini-methods Assignments: Observation (10 pts) and Interview (10 pts) Assignments Research Ethics: CITI Training Completion Report (10 pts)	30 pts

Proposal Abstract for Final Project	10 pts
Final Project Submission	20 pts
Final Project Presentation	10 pts
Total	100 pts = 100%

*All assignments will use APA style. Please include your last name and the title of your assignment in the file name.

*For a concrete course calendar, please see a separate document titled "Course Schedule" posted on Blackboard.

General Course and University Policies

Attendance, Participation, & Professionalism

I expect you to come ready to ask questions and discuss ideas. Our class sessions rely on your participation and engagement including arriving on time and staying for the full class, coming prepared (complete reading and assignments before class; bring reading materials and your notes for discussion), and participate actively in discussion and class activities.

It is your responsibility to manage your time in the classroom and to participate appropriately to be successful in this course. Two late arrivals will count as one absence. Two absences will not affect your attendance points. Three absences will result in one-point deduction. Four absences will result in two-point deduction. Five absences and beyond will result in zero point in your attendance grades.

If you need to miss class, let me know via email or in person ahead of time via email. In case you miss class, I ask you to be still responsible for the work or presentation materials due that day. University policy allows two kinds of absences: university-recognized activities and observances of Religious Holy Day. Please refer to [UTEP's Attendance & Grading](#) policies.

Respect the views of others. Maintain and promote a civil environment for learning. If your behavior seems distracting/harmful toward others, I will ask you to leave. Submit your work on time (as indicated on the course schedule). Late work will result in a point deduction. I reserve the right to not provide a grade to late work. Communicate your progress with me. If you have questions regarding any lesson, let me know. If you are unable to meet due dates, work with me to set up plans.

Make-up work for time missed from the course activities will be allowed if you have a university excused absence or health-related issues. If you miss a deadline due to an emergency or illness, or if you have a university-approved excuse ahead of time, you must notify me as soon as possible to make any necessary arrangements. Note that if you will miss the major assignment deadline, I expect you to contact me immediately of your emergency situation in order to make arrangement.

Communication

I will have office hours for your questions and comments about the course. My office hours will be held on my office on Mondays 3:00 -6:00 p.m. or Zoom. If you'd like to meet me virtually, please use the link to my calendar at <https://calendly.com/slee15> and sign up for a time slot. Please email me if you'd like to make an appointment for some other times.

Academic Integrity Statement & Professionalism

As a scholar and member of intellectual communities, you will abide by the standards of academic honesty and responsibility. Academic integrity is to take responsibility of their own work and demonstrate intellectual honesty and ethical behavior. To achieve the learning goal by exchanging ideas and making scholarly conversations, all UTEP members have the responsibility to execute ethical behaviors and independent thought that are essential and will be rigorously evaluated.

Any violations of academic integrity and honesty will be reported to and referred to the [Office of Student Conduct and Conflict Resolution](#). All work submitted must be original. Students who plagiarize or self-plagiarize (i.e., students who submit works that were submitted to other courses) or who fabricate (deliberate create false information on a reference page) or who collude (lend work to another person to submit as their own) will receive a zero grade for the assignment and for the professionalism grade, and if academic integrity is further breached in other assignments, students automatically get a F grade and may not be able to continue the coursework and/or UTEP coursework. Please refer to the UTEP [Academic Integrity](#) webpages and [Handbook of Operating Procedures](#)

Resources for Discrimination, Harassment, and Sexual Violence

UTEP is committed to providing an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. If I become aware that an incident of sexual misconduct has occurred, as an instructor I am required by law to report it to UTEP Title IX Coordinators. Faculty and staff at UTEP are committed to connecting you to resources on campus. Some of these available sources are the following:

- Counseling and Psychological Services: <https://www.utep.edu/student-affairs/counsel/>
- On Call Crisis services: Please refer to our [Crisis & Emergency](#) page to learn what is considered a mental health crisis.
- Our Miners Talk: Crisis Line will also remain in operation for after-hours services. After hours, please call 915.747.5302.

ADA Statement

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact the Center for Accommodations and Support Services (CASS) at <http://sa.utep.edu/cass/> or call the CASS at 915-747-5148 or email them at cass@utep.edu