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RWS 6383 CRN 27243

Global Rhetorics

Mondays 6:00 pm - 8:50 pm

Hudspeth Hall 313

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 5:00 – 6:00 p.m.

Course Description

This course investigates the intersection of global forces and rhetorics as a site of critical inquiry. By using frameworks centered on rhetorics, (im)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 such as technologies?
- How do data, information, texts, and writings cross borders and promote or stall 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?

Scholarships in rhetoric and writing studies, critical sociolinguistic research, and technical and professional communication studies will provide the background of inquiries about global rhetorics and inquiry examples grounded in various locales including global teaching and learning sites, intercultural workplaces, and local communities.

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

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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 local/global approaches

Course Materials

Required Texts

Mullaney, T. S., Peters, B., Hicks, M., & Philip, K. (2021). *Your Computer Is on Fire*. MIT Press. (available online through UTEP Libraries)

https://utep.primo.exlibrisgroup.com/permalink/01UTEP_INST/1q3tr5t/cdi_askewsholts_vlebooks_9780262360784

Wu, H., & Graban, T. S. (2022). *Global Rhetorical Traditions*. Parlor Press, LLC. (available from the University Book Store and available online through UTEP Libraries)

https://utep.primo.exlibrisgroup.com/permalink/01UTEP_INST/1q3tr5t/cdi_askewsholts_vlebooks_9781643173184

We will also read selected research articles, autoethnographic writings, testimonies, and born-digital texts. 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

English Education

English Journal

Ethnography and Education

Globalizations

IEEE Transactions on Professional Communication

Journal of Global Literacies, Technologies, and emerging Pedagogies

Journal of Language, Identity, and Education

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Journal of Rhetoric, Professional Communication, and Globalization
Journal of Urban Technology
Linguistic Anthropology
Qualitative Health Research
Qualitative Inquiry
Research in the Teaching of English
Rhetoric Society of America

Assignments

1. Journal Article 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 journal article. The response is encouraged to synthesize what you selected from the journal you chose and articles/book chapters from our course materials. You can make one of the following rhetorical structures:

- build on the ideas in your selected article to present an argument or pose a question
- identify a conflict or debate that emerges from the texts
- connect the ideas from your selected article to the other course reading materials and/or to an application (pedagogy, literacy education, rhetoric and composition, professional and technical writing contexts, your potential research agendas, etc.)

You will upload a copy of your selected article and your journal response by Sunday midnight to the discussion board on Blackboard to share your journal response. You will present part of your journal response, so that we will engage with your summary and response during class time you signed up for.

2. Course Facilitation (*visual aids needed)

To facilitate our course discussion, I will ask you to sign up for one class meeting and 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

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specific discussion questions. For your course discussion leading, you will provide a visual aid. Your visual aids can be a one-page document or slides that include a summary of your response: your name and email; your analysis through the readings; contextualized quotations from the week and previous week's readings; a list of 2-3 discussion questions you'd like to suggest.

3. Reading Response

You will write a 350-500 single-spaced reading response after you choose the week. You will write two reading responses throughout the semester. Name your reading response's file [Your last name]_Reading Response [Number].

4. Proposal Abstract

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.

5. Final Project

The main 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. I list some options below among which you can choose for your final project considering your academic and professional 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 (10-12 double-spaced pages, not including reference pages): Propose a project that builds on current research in composition

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studies and will add important knowledge to the field. Your research proposal should include the following:

- purpose of the project
- guiding research question(s)
- theoretical and methodological framework
- literature review on the scholarly area(s) of literacy education or rhetoric and composition or and technical and professional writing studies to which you plan to contribute
- the exigency for and value of your project
- your plan/methods/timeline for completing the project,
- references

5-2. Conference proposal and paper (7-10 double-spaced pages, which should fill a 15-20 minute presentation): Find an upcoming conference call for papers (CFP) or project opportunities. Write a proposal and paper that engages with the conference theme and with scholarship in writing 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.

5-3. Multimodal project or book review paper: You can create any multimodal project such as videos or podcasts or multisensorial projects or performative nondigital products, which can be less than 20 minutes. You can provide the link to your project (or actual product exhibitable) along with transcripts/descriptions. Please consult examples from *Kairos* or other journals: <https://kairos.technorhetoric.net/26.2/disputatio/cook/index.html>

You can choose one or multiple books and review them in alignment with target journals. To do this project, you will identify which journal you target, which book(s) you want to review, and what significance your review can have in your proposal. The book review can vary between 2,000 and 2,500 words in length. Please consult journal pages for their guidelines for book reviews or other creative projects such as *Present Tense*, *Spark*, or *Kairos*
<http://www.presenttensejournal.org/submissions/%23topics>
<https://sparkactivism.com/volume-4-call/>
<https://kairos.technorhetoric.net/submissions.html>

5-4. 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.

This project can be based on *Composition Studies'* course design features at <https://compstudiesjournal.com/submissions-2/course-designs/> except yours will be more of a proposal or plan rather than retrospective descriptions.

5-5. Teaching or professional portfolio of 6-12 single-spaced pages that includes

- a single-spaced, 1–2-page teaching/professional philosophy
- documentation of your teaching/professional work
- a list of courses or projects you've taught or developed with brief descriptions
- sample materials such as assignments or lesson plans or project showcases
- evidence of teaching/professional effectiveness, and
- a sample course/project proposal (a 1-2-page, single-spaced proposal for a course you'd like to teach or work that give an overview of the topic and/or goals, a list of possible texts, and an outline of units or projects)

Note: Do not include sample student materials or others' materials in this portfolio.

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

All seminar participants who are enrolled in this course will complete the mandatory CITI training (designing a research method involved humans, observing, interviewing, collecting data from human subjects) to engage with research ethics. Visit <https://www.utep.edu/orsp/human-subjects->

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[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
1 Journal Article Response	10 pts
2 Course Facilitation	10 pts
3 Reading Response (2 responses *10 pts)	20 pts
4 Proposal Abstract for Final Project	10 pts
5 Final Project Submission	20 pts
6 Final Project Presentation	10 pts
7 Research Ethics Requirement	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.

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. One absence will not affect your attendance points. Two absences will result in two-point deduction. Three absences and beyond will result in zero point in your attendance grades.

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In case you miss class, I ask you to be still responsible for the work or presentation materials due that day. If absences are related to health or other safety issues such as COVID-19, let me know for alternative plans. 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.

For course assignments, you will refer to the late assignment policy below:

- 1 day late = one-point deduction
- 2 days late = two-point deduction
- 3+ days late = final paper grade is a ZERO

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 5:00-6:00 p.m. in person or Zoom. 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

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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

The University 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

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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. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.