

## RWS 1301: Rhetoric and Writing Studies

**CRN:**15321

**TIME/DAYS:** MWF 12:30-1:20

**PLACE:** UGLC 236

**INSTRUCTOR:** SENaida NAVAR

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**PHONE:**

**OFFICE HOURS:** MW 9-11

**OFFICE LOCATION:** PROSPECT HALL 128

### 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.

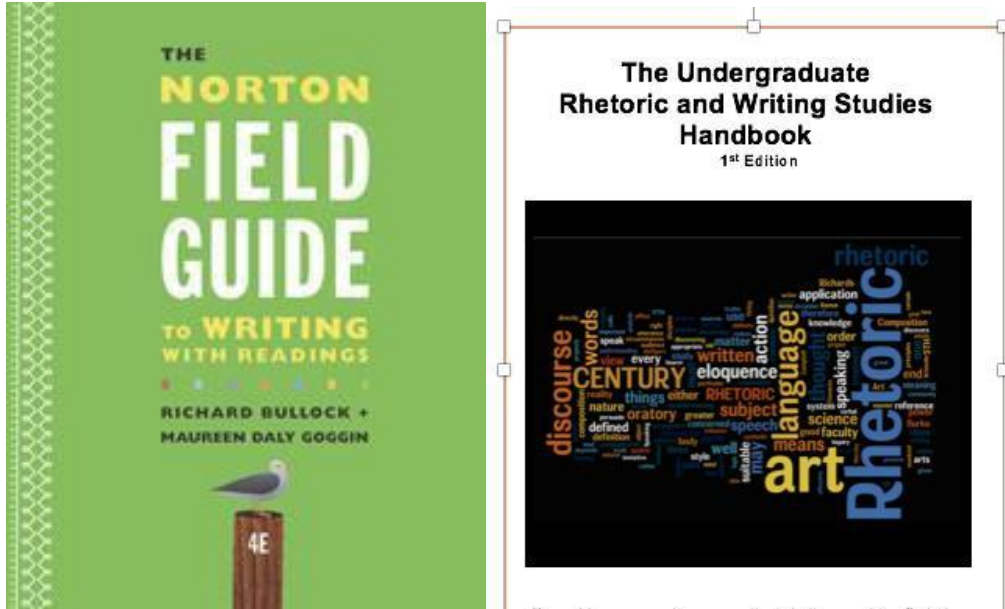
### Learning Outcomes

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



Bullock, R., Daly Goggin, M. (2016). *The Norton Field Guide to Writing 4e with Readings Ebook/Inquizitive Reg Card*. ISBN: 978-0-393-57348-0.

For instructors: [Inquizitive](#) is Norton's Adaptive Online Quizzing Tool. It has an extensive grammar quiz content. You can use inquizitive in various ways, but we suggest that you consider using it as a diagnostic tool. You can assign students a number of quizzes to complete in the first 2-3 weeks of class, and you can easily Access a report that shows you what areas students need help with.

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

Additional readings will be posted on Blackboard or instructions will be provided for accessing them.

In the next section, I provide an overview of the assignments we'll cover in this course. Specific assignment guidelines can be found in the Handbook. I'll also post further instructions on our Blackboard course content.

**End of the Semester Showcase:** Every semester our program showcases outstanding visual argument projects. This semester, our class will develop a project to complete.

**Course Assignments****Assignment #1 E-portfolio Website/Blog assignment (100 points)**

Maintain a reflection blog  
Developing an E-Portfolio

**Assignment #2: Discourse Community Ethnography / Map (100 points)****Assignment #3: Choosing a Topic for the Semester (as part of the participation points)****Assignment #4 Community Problem Report (100 pts)****Assignment #5 Annotated Bibliography (100 points)****Assignment #6: 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 #7 Visual Argument: (150 points)**

Option 1: Brochure

Option 2: Infograph(ic)

Option 3: Public Service Announcement

**Visual Argument Presentation: (50 points)**

NFG: Ch. 58

Participation in Class and Online. (200 points)

InQuizitive / Norton Program in Blackboard (100 points)

**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](http://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.

**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 the work. 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 747-5257.

**Course Delivery of Course:**

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 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).

#### 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.

- 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 are allowed a 2-day window period for late work during which one letter grade will be deducted per day.*  
*Except for minor assignments. Late work will not be accepted for these.*
- *However, any late work will not be eligible for revision.*
- 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.
- 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](http://www.utep.edu/dos), may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

(<http://academics.utep.edu/Default.aspx?tabid=54418>). 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](mailto:cass@utep.edu). The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

**Important Dates:** (adjust these dates in the course calendar that you select for the term)

August 22	First day of class
August 22-25	Late Registration
September 5	Labor Day Holiday—University Closed
September 7	Census Day
TBA	Freshmen mid-term grades due
October 28	Withdraw course drop deadline
November 24-25	Thanksgiving Holiday—University Closed
December 1 University	Last day of classes and complete withdrawal from the
December 2	Dead Day
December 6	<u>Showcase</u> (Tuesday) (during mid-morning-exact times TBA)
December 5-9	Final Exams <b>Check the UTEP finals week calendar for exact dates for your course</b>
December 14	Grades are due in Goldmine

## Weekly Schedule (Provisional -- Subject to change)

NFG = The Norton Field Guide to Writing with Readings; Handbook: The Undergraduate Rhetoric and Writing Studies Handbook |

Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 1 <b>Introduction</b>	By the end of the week students will have an understanding of the goals of the course and be introduced to blackboard and e-portfolios	SG: Assignment 1- e-portfolio pp. 59  NFG: 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	M: Introductions  W: Introduce e-portfolio project Introduce students to weebly Go over discussion goals and grading  F: Briefly go over Swales- Activity	<b>Sunday: Introductions Due</b>  <b>Inquisitive-How to</b>	<b>10</b>
Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 2 <b>Discourse Community</b>	By the end of the week students will have a better understanding of what genres are and how they apply to different areas of their lives as well as have a basic understanding of the memo.	NFG: Rhetorical Situations pp. 53-70  SG: Assignment #2-Discourse Community pp.65  Assignment #3-choosing topic pp. 88	M: Introduce Discourse map and Choosing a topic Work on Discourse Community Map and topic  W: Introduce Rhetorical appeals, audience and purpose  F: Discuss genre, purpose, and rhetorical appeals	<b>Friday: Bi-Weekly Discussion Due</b>  <b>Sunday: Inquisitive-Comprehensive</b>	<b>10 (Discussion)</b>



Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 3 <b>Prewriting/Invention</b>	Students will continue working the topic and focus on the writing process	SH: N/A  NFG: Ch. 28-31	M: Labor Day  W: Discuss the writing process and how to become aware of it  F: (Meet at the Library) Writing Center Orientation	<b>Wednesday: Choosing a topic Due</b>  <b>Sunday: Discourse community map final</b>	<b>25 (Topic) &amp; 100 (Discourse Map)</b>
Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 4 <b>Rhetorical Analysis</b>	By the end of the week students will understand the purpose of a rhetorical analysis.	SG: Assignment #6 pp. 122  NFG: Ch. 20	M: Discuss the meaning of Rhetorical Analysis. Go over Rhetorical Analysis guidelines.  W: Application of Rhetorical Analysis  F: Develop Proposal	<b>Sunday: Bi-Weekly Discussion Post</b>  <b>Sunday: Rhetorical Analysis Proposal Due</b>	<b>10 (Discussion) &amp; 10 (Analysis)</b>
Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 5 <b>Peer-Review</b>	By the end of the week students will understand the basic principles of constructive peer-review practices and apply it to students' writing	N/A	M: Introduce peer-review process. Positive and negative feedback. Subjective opinion.  W: Discuss peer-review expectations. Things to look for, focus on, and take into consideration when looking at own peer-reviews  F: Explain questions on peer-review	<b>Sunday: Rhetorical Analysis Peer-Review Draft Due</b>	<b>20</b>

Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 6 <b>Revision</b>	By the end of the week students will become more self-aware of their revision process, as well as gain an understanding of how to avoid bias.	SG: Chapter 2-Revision pp. 8  Articles: Sommers, N. (1980). Revision strategies of student writers and experienced adult writers. College Writing and Communication 31(4), 378-388.	M: Activity: Begin class with activity on writing process with an emphasis on the revision phase Discuss Sommers and corresponding questions  W: Focus on style and usage, as well as differences between informal and formal language  F: Discuss different ways of avoiding bias through the usage of language.	<b>Tuesday: Peer-Review Memo due</b>  <b>Wednesday: Rhetorical Analysis Final Due</b>  <b>Sunday: Bi-Weekly Discussion Due</b>	<b>5 (Memo), 10 (Discussion) &amp; 100 (Rhetorical)</b>
Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 7 <b>Cmty. problem report / Annotated Bib.</b>	By the end of the week students will have a clearer understanding of how to choose a community problem to focus on and why it is important for future use.	SG: Assignment #4 p. 90 Assignment #5 p. 106  NFG: Ch. 11 & 16	M: Address how to write about a problem and how to identify problems that are conducive to good research and paper writing material. Talk about the Community Problem Proposal  W: Introduce Annotated Bibliography. Go over format issues on how to construct and annotated bibliography.  F: <b>No Class</b>	<b>Sunday: Community Problem Proposal Due</b>	<b>10</b>

Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 8 <b>Research</b>	By the end of the week students will gain a better understanding of the library services and of the assignment.	SG: N/A	<p>W: Show how they interconnect</p> <p>M: Demonstrate the importance of generating good research questions. Look into generating questions for Annotated Bibliography.</p> <p>W: (Meet in library) Library tour-orientation</p> <p>F: Do in-class peer-reviews</p>	<p><b>Sunday: Bi-Weekly Discussion Due</b></p> <p><b>Sunday: Annotated Bib Peer-Review Draft Due</b></p>	<b>10 (Discussion) &amp; 20 (Draft)</b>
Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 9 <b>Argument/Opinion</b>	By the end of the week students will be more aware of how to differentiate between opinions and arguments and how to avoid fallacies in their arguments.	NFG: Ch. 13	<p>M: What is an argument vs. an opinion (general idea)</p> <p>W: Develop ideas on how to take the subjective opinion out of the paper. Introduce the approaches to argument (Pyramid). Introduce Fallacies and how to identify them.</p> <p>F: Continue discussing different types of fallacies and how they influence writing.</p>	<p><b>Wednesday: Peer-Review Memo Due</b></p> <p><b>Sunday: Annotated Bib Final Draft Due</b></p>	<b>5 (memo) &amp; 100 (Bib.)</b>
Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 10 <b>APA/Plagiarism</b>	By the end of the week students will	Articles: Blum, S. D. (2009).	M: Address plagiarism in accordance to	<b>Sunday: Bi-Weekly Discussion Due</b>	<b>10 (Discussion) &amp;</b>

	be able to have a better understanding of plagiarism within the university guidelines and how to avoid it. They will also become better acquainted with the APA format	Academic integrity and student plagiarism: A question of education, not ethics. Chronicle of Higher Education, 55(24), A35-A35.  DeVoss, D., & Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. Computers & Writing, 19(2), 191-204.  NFG: Suggested Part 6	university standards.  W: Initially focus on general APA formatting. Look at basic APA citations (both in-text and references)  F: Have students look into more complex APA citations and doi's.	<b>Sunday: Community Problem Peer-Review Draft Due</b>	<b>20 (Draft)</b>
<b>Week</b>	<b>Objective</b>	<b>Readings</b>	<b>In-Class Activities</b>	<b>Assignments Due</b>	<b>Points</b>
Week 11 <b>Writing to Convince</b>	By the end of the week students will be introduced to opinion pieces and gain a better understanding of how persuasion works.	SG:  Articles: Behar, R. (1994). Dare we say "I"? The Chronicle of Higher Education. Retrieved from <a href="http://www.ruthbehar.com/RuthBehar-DareWeSayI.pdf">http://www.ruthbehar.com/RuthBehar-DareWeSayI.pdf</a>	M: Address what persuasion is.  W: Activity: Have students look at different methods of persuasion and assess their effectiveness and the strategies used  F: Workday	<b>Wednesday: Peer-Review Memo Due</b>  <b>Sunday: Community Problem Final Draft Due</b>	<b>5 (Memo) &amp; 100 (Draft)</b>

Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 12 <b>Visual Argument Asgmt.</b>	By the end of the week students will have a clearer idea of the differences between different types of visual arguments and what should be in a PSA.	SG: Assignment 7 p. 156  Ch. 6 pp. 290  NFG: Part 7	M: Introduce the concept of a visual argument.  W: Introduce Visual Assignment.  F: Look at different PSA's and analyze what they have in common and what they do differently.	<b>Friday: Visual Argument Proposal Due Sunday: Bi-Weekly Discussion Due</b>	<b>10 (Visual Argument) &amp; 10 (Discussion)</b>
Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 13 <b>Visual Rhetoric</b>	By the end of the week students will have a clearer idea on 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 environments. CCC 54(4), 629- 56.	M: Have iMovie workshop  W: Discuss different strategies for developing ideas in visual contexts.  F: Discuss the differences between writing in different mediums.		
Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 14 <b>Tech. for Visual Rhetoric/ Website</b>	Students will get the chance to work on their	N/A	M: Work in-class on PSA  W: Work in-class on PSA	<b>Sunday: Visual Argument Due</b>	<b>150</b>

Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 15 <b>Presentations</b>	Students will give oral presentations in which they will showcase and explain their PSA's	N/A	F: Thanksgiving Day  M: Go over presentation guidelines and different methods of presenting.  W: Visual Argument Presentations  F: Visual Argument Presentations	<b>Weekly:</b> <b>Visual Argument Presentations Due</b>	<b>50</b>
Week	Objective	Readings	In-Class Activities	Assignments Due	Points
Week 16 <b>Finals Week</b>	Students will come to the completion of the course.	N/A	Day of Final: Students will turn in any rewrites along with their final two assignments.	<b>E-Portfolio Due</b>	<b>100 (E-Portfolio)</b>

Note: The Visual Argument Project should be completed no later than **November 28, 2016** so that instructors can forward projects for the Student Showcase.

Assignments		Points Possible		
<b>E-Portfolio Website Assignment</b>		<b>100</b>		
<b>Discourse Community Map</b>		<b>100</b>		
<b>Choosing a Topic for the Semester</b>		<b>25</b>		
<b>Rhetorical Analysis</b>		<b>100</b>		
<b>Annotated Bibliography</b>		<b>100</b>		
<b>Community Problem Report</b>		<b>100</b>		
<b>Visual Argument</b>		<b>150</b>		
<b>Visual Argument Presentation</b>		<b>50</b>		
<b>Inquisitive</b>		<b>100</b>		
Bi-Weekly Discussions (6)		60		
Introduction		10		
Proposals (3)		30		
Peer-Review Drafts (3)		60		
Peer-Review Memo (3)		15		
<b>Total:</b>		<b>1,000</b>		
1000-900 = A	899-800 = B	799 -700 = C	699- 600 = D	599 and below = F