

Rhetoric and Writing Studies RWS 1301

CRN: 14040

Meeting Times/Days: 7:30 Tuesday and Thursday

Place: UGLC 230

Instructor Information: Professor Nugent

Email: Tanugent@utep.edu

Phone:

Office and Hours: Worell rm. 104

12:30-2-Monday 12:30-3:00-Wednesday 12-2-Friday

Course Description

The goal of RWS 1301 is to develop students' critical thinking skills in order to facilitate effective communication in educational, professional, and social contexts. 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. It is designed to prepare you for the writing you will do throughout your university experience as well as in professional and civic environments. 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

Learning Outcomes

At the end of this course, students will:

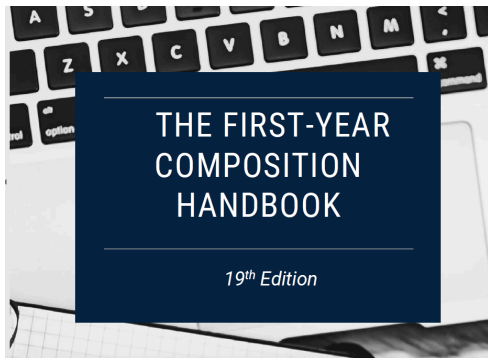
- Understand a theory of discourse communities.
- Engage as a community of writers who dialogue across texts, argue, and build on each other's work.
- Draw on existing knowledge bases to create "new" or "transformed" knowledge.

- 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.

This course is also designed to promote your overall success, inside and outside the classroom. Our coursework will help you to improve in key areas such as Communication, Confidence, Critical Thinking, Leadership, Problem Solving, Social Responsibility and Teamwork. To find out more about the university's plan to improve student engagement and learning, visit the [UTEP Edge](#).

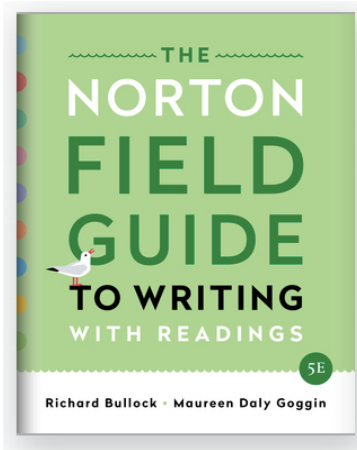


Required Texts & Materials



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.

The next section is 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.

Course Assignments



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



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)

**Assignment #5 Annotated Bibliography** (100 points)**Assignment #6 Global Issues Report** (100 pts)

Option 1: Global Issues Report

**Assignment #7 Visual Argument** (200 points)

Option 1: Public Service Announcement



Participation in Class and Online. Class Participation/Attendance and other work as assigned by the instructor. **300 pts.**

**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

University and Instructor Policies

This course is designed to engage you through discussions in class and Bb. I hope you actively participate in this course because I have found it is the best way to engage you in learning.

Course Delivery:

This course uses extensively the online learning platform Blackboard. All of the supplementary material for the class will be delivered via Blackboard. It is strongly recommended that you have access to the Internet from home and are comfortable using a computer. 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 affect your ability to turn in assignments on time.

Submitting Work: All work will be submitted through our Bb course shell. Since Bb comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA format unless directed otherwise. Microsoft Word is available to students at all campus computers and through the Cloud.

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

Due Dates for Major Assignments: All major assignments will be due on Sundays at midnight.

Late Work: It is important to submit work before deadlines for full credit and feedback.

Classroom Etiquette:

- Electronic devices can be very helpful in the classroom whether a smartphone, tablet, or computer. However, if their use does not contribute to the conversation or tasks in the classroom then I have the right to ask you to put it away or turn it off, even if it is a personal device.
- 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, and to surface through our social media activity. You are expected to demonstrate the utmost respect and courtesy for your peers with differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be tolerated.
- As a general rule: always consider audience, in class and online. Remember that members of the class and the instructor will be reading any 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 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. (For further information regarding excused absences refer to UTEP's Catalog [Curriculum and Classroom Policies](#)).

You 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).

Since this class meets twice a week, **if you are absent from more than four classes** (= two weeks), **you may be dropped from the course**. Missing a scheduled conference with the instructor constitutes an absence.

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 Dean of Students](#) page for more information on Academic integrity.

Accommodations: Your success in this class is important. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I also encourage you to visit the Center for Accommodations and Support Services (CASS) in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus, including the Writing Center, Counseling Center, Military Student Success Center and Academic Advising Center.

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, I encourage you to visit the writing center at least 12 hours before the assignment is due.

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:

Aug 26	First day of class
Aug 26-30	Late registration period
Sept 2	Labor Day-no class
Sept 11	Census Day. Last day to register. Drop students who have not come to class Freshmen mid-term grades due
Nov 1	Drop Date-last day to drop student with a W
Nov 28-29	Thanksgiving holiday
Dec 5	Last day of classes
Dec 6	Dead Day--Day between last class day and start of finals, no class
Dec 9-13	Final Exams. Check the UTEP finals week calendar for your course
Dec 19	Grades are posted

Please make note of office hours and email, and reach out to me if you need to. I look forward to guiding your learning this semester!

Weekly Schedule (Provisional -- Subject to change)

Texts:

Norton Field Guide to Writing with Readings (NFG)

The First-Year Composition Handbook (Handbook)

The following is a sample calendar for a 15-week semester. It needs to be adjusted according to the Fall 2019 semester (see the important dates section to make these changes—the dates are also in the notes section).

It is highly suggested that you keep the due dates in order to complete and cover all required assignments for the course. Build your lectures and readings around the topics. Also, be sure to delete the comments on the side and within this document before your students see it. Personalize this syllabus as part of your ethos in the program.

Sample Course Calendar by Week Schedule (adapt to MWF or TR classes):

Week 1 Aug 26-30

Topic: Class Introduction. Review the syllabus and materials on Blackboard. Introduce the E-Portfolio Assignment.

Readings:

NFG: Ch. 1, 2, 9, & 34.

HANDBOOK Introduction to RWS 1301; Assignment #1: E-Portfolio/Blog

Optional: Hocks, M. (2003). Understanding visual rhetoric in digital writing environments. College Composition and Communication 54(4), 629-56.

Writing: E-Portfolio Shell Due

Week 2 Sept. 3-6

Topic: Discourse Community Assignment

Readings:

Swales, John. "The Concept of Discourse Community" Genre Analysis : English in Academic and Research Settings. Boston: Cambridge UP. (1990) 21-32, Print.

<https://icapwow.files.wordpress.com/2014/08/swales-the-concept-of-discourse-community.pdf>

NFG: Ch. 5-8

HANDBOOK: Assignment #2, Discourse Community Project

Week 3 Sept. 9-13

Topic: Prewriting / Invention

Readings:

NFG Ch. 27-33

Writing: Discourse Community Discourse Map DUE

Week 4 Sept. 16-20

Topic: Choosing a Topic for the Semester/Rhetorical Analysis

Readings:

NFG Ch. 20, 21, & 25

HANDBOOK: Assignments 3 (Choosing a Topic) & 4 (Rhetorical Analysis)

Writing: Rhetorical Analysis Proposal DUE/ Topic for the Semester;

Community Discourse Assignment Reflection

Week 5 Sept. 23-27

Topic: Rhetorical Analysis Assignment

Readings: NFG: Ch. 11, 16, 35, & 36

HANDBOOK: Assignment 4, Rhetorical Analysis

Writing: Work on Draft of Rhetorical Analysis

Week 6 Sept. 30- Oct.4

Topic: Peer Review

Readings:

NFG Ch. 28

Optional: Eli Review. Feedback and Revision.

<http://elireview.com/content/td/feedback/>

Writing: Draft of Rhetorical Analysis Assignment DUE

Week 7 Oct. 7-11

Topic: Revision

Readings:

Re-read NFG Ch. 32

Optional: Eli Review. *The Basic Revision Moves, Part 2.*

<http://elireview.com/content/td/revision/>

Writing: **Rhetorical Analysis Final DUE**/ Assignment Reflection for E-Portfolio

Week 8 Oct. 14-18

Topic: Global Issues Report

Readings:

NFG: Chs. 12, 14, 47 & 48

HANDBOOK: Assignment #6: Global Issues Report

Optional: Readings: Cushman, E. (1996). *The rhetorician as an agent of social change.* *College Composition and Communication*, 47(1), 7-28.

Writing: Global Issues Proposal DUE

Week 9 Oct. 21- 25

Topic: Research/Annotated Bibliography

Readings:

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 Learning Across the Disciplines*, 4(3), 43-55.

Writing: Draft the Annotated Bibliography

Week 10 Oct. 28- Nov. 1

Topic: Annotated Bibliography/APA/Plagiarism

Readings:

NFG Ch. 50, 51, 52, 53 & 55 and *Is Google Making Us Stupid?* Pp. 789-803

Optional: DeVoss, D., & Rosati, A. C. (2002). "It wasn't me, was it?" Plagiarism and the web. *Computers & Writing*, 19(2), 191-204.

Writing: **Annotated Bibliography DUE** / *Work on Global Issues Report Draft*

Week 11 Nov.4-8

Introduce Visual Argument Assignment

Topic: Argument / Opinion

Readings:

NFG Ch. 13 and "An Outbreak of the Irrational" pp. 808-813

NFG Chs. 57, 58

HANDBOOK: Assignment 7, Visual Argument / **Storyboard or Outline for Visual**

Argument (By the end of the week)

Writing: **Global Issues Report Final Draft DUE**

Week 12: Nov. 11-15

Readings:

NFG Chs. 57, 58

HANDBOOK: Assignment 7, Visual Argument

Week 13: Nov.18-22

Topic: Visual Rhetoric, Technology, and Visual Argument Assignment Filming

Visual Argument Presentation/Revisit the E-Portfolio

Optional: Readings: Levack, K. (2006). Talking head to rock star. *Successful Meetings*, 55(13).

NFG: Ch. 60

HANDBOOK: Assignment 8, Visual Argument Presentation

Filming, PSA Due

Week 14: Nov. 25-27

Topic: **Presentations of Visual Argument** / Course Evaluations

Writing: E-Portfolio Reflection for Global Issues Report

Week 15 Dec. 2-5

Topic: **Wrapping up**

Readings: N/A

Writing: E-Portfolio Visual Argument Reflection and E-Portfolio DUE

Finals Week: Vacation