The primary goal of English 1312 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.

The class presents an approach to communication that helps students determine the most effective strategies, arrangements, and media to use in different rhetorical contexts. It teaches students a systematic approach for analyzing rhetorical situations and then producing a variety of documents and presentations while gaining more confidence and fluency in visual, oral, and written communication. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.

This course is taught as a hybrid class—with one face-to-face meeting for lecture and discussion, and the rest of the course utilizing the course management system: Blackboard Learn. This will allow you permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups.

On occasion, students will be asked to meet on the hybrid day to participate in library research, technology workshops, presentations, or other activities their instructor might need them to be physically present for. Please keep this time available for this class. Otherwise, students may miss out on important information.
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 within discourse communities;
- Address the specific, immediate rhetorical situations of individual communicative acts;
- Develop procedural knowledge of the writing task in its various phases.

Students will also have the opportunity to strengthen skills sets in the following areas:

- Think, read, and write critically;
- Formulate research questions and perform primary and secondary research to answer those questions;
- Become familiar with the contents of the UTEP Library, in a variety of forms and areas of professional study (e.g. the arts, humanities, sciences, nursing, social sciences, business, engineering, and education);
- Analyze and synthesize material from outside sources;
- Develop a sensitivity to the significance of data and how it can be rhetorically applied to various genres; and,
- As part of a research process, apply research to various genres; receive instruction in the logic and form of documentation within a discipline (APA); learn writing strategies for integrating source material into your own prose (quoted, paraphrased, and summarized material); write analytical and argumentative papers appropriate to genres and larger discourse communities.
Required Texts and Materials

Pearson Custom Library, English Mercury Reader.
ISBN: 10:1-269-25983-0


*CafeScribe Quick Start Guide*
*The Guide to First-Year Composition* is a digital book. Students need to purchase an access code either from the UTEP Bookstore or online at www.CafeScribe.com. Below are a few simple steps to get started. More information about reading and using your book will be provided.

Creating a CafeScribe Reader user profile:
1) Go to www.cafescribe.com
2) Click on “CafeScribe Reader.”
3) At the “Login” page, create a new account
4) When creating a new account, the site will then ask for information including name, email, username, password, and school. Please choose a username and password that is easily remembered.

Activating the digital textbook:
1) Visit www.cafescribe.com and log in to the CafeScribe Reader.
2) Click the “Activate Book(s)” button.
3) Enter the access code that was purchased through the bookstore or CafeScribe and click the magnifying glass icon to lookup *The Guide to First-Year Composition* book.
4) Select the book, click “Activate Book(s)”, and the book will be ready to use.

*(This syllabus provides an overview of assignments for the class--specific assignment sheets and grading rubrics are available in the FYC Guide, and will be discussed in class. Smaller assignments may be available in Blackboard)*

Course Assignments

**Topic Proposal for Semester:** Students will write a proposal to identify the subject/issue/topic they will be working with for the semester. **10 pts.**

**Genre Analysis Matrix:** Students will complete the genre analysis matrix as an activity assignment to begin work on the Genre Analysis. **30 pts.**

**Genre Analysis:** Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. **100 pts.**
Research Questions/Citation Analysis Matrix: Students will submit 3-4 research questions for approval and complete the citation analysis matrix as an activity assignment to begin work on the Literature Review/Primary Research Report. 30 pts.

Literature Review / Primary Research Report: Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. 200 pts.

Argumentative/Advocacy Outline for Documentary Film Project: Students will submit an outline to show the persuasive purpose and argumentative structure for the documentary film. 30 pts.

Documentary Film Project: Students will plan, write, film and edit a documentary film advocating a position on a current issue. Students will be provided with opportunities to become more familiar with this software throughout the semester. This will be uploaded on Vimeo or YouTube, and the link copied and pasted on a Word Document. 200 pts.

Class Presentation: Students will present their documentaries to the class. 50 pts.

Online Opinion Piece: Students will write an online opinion piece on some aspect of the topic of their Literature Review/Primary Research Report in order to advocate for a policy change. 100 pts.

Advocacy Website: Students will create, design, and maintain a website that advocates for the topic of their literature review/primary research report. Students will design, add additional links, and provide the needed content to this website in any way they want—with the stipulation that it is focused on advocacy and draws from their semester’s work and research. Students should copy and paste the link on a Word Document. 150 pts.

Participation in Class: Because this is a hybrid class, participation in-class and online is mandatory. The activities included in this category ensure that students learn the material and help them to compose effective projects. This score will include blog entries, attendance, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. 100 pts.
Some assignments are individual. Others are in groups.

You have the option to do group assignments on your own—if you wish.

Groups will write formal contracts to ensure that all members understand that they must do their part.

At the end of the documentary assignment, members will grade each other’s performance. This will influence whether or not you receive the same grade as your group.

You cannot earn a grade for presentations or work done during class time if you are not present.

Four absences = Automatic drop from the course.

Arriving late or leaving early can count as an absence.

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### Grade Distribution (Students can earn a total of 1000 points for the course):

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1000 - 900 = A \\
899 - 800 = B \\
799 - 700 = C \\
699 - 600 = D \\
599 and below = F
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### Course/Instructor Policies

#### Project Format: All projects must be word-processed and saved as a .doc file. They should be in 12 pt. font, have one-inch margins, and be double-spaced. Use a font style that is easily readable like Times New Roman, Arial, or Georgia.

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. Students can also use “pages” on a Mac.

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`

#### Rough Drafts: Part of the participation grade will include the submission of rough drafts. In order to get the most useful feedback, rough drafts should be completed projects. They must also be submitted before or on the due date. The first two assignments (genre analysis and literature review/primary research report) both require rough draft submissions.

**Rough Draft Feedback:** On the rough drafts, students will receive marginal comments as well as comments at the end of the project. The purpose of this feedback is:

1. To be sure that the project is on the right track: that it meets the requirements of the assignment.

2. To comment on the “big issues.” Students will receive comments based on the most important elements of the assignment. The comments will NOT focus on grammar and such—so it is a good idea to get additional help from instructors.
and the Writing Center for this.

**Participation/Attendance:** Because this is a hybrid course, attendance is determined by class participation both in class and online. Students must be prepared, participate in online discussions, and attend the face-to-face class consistently to understand and incorporate the rhetorical strategies and processes used to complete the projects.

**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, you should visit the UWC at least 12 hours before the assignment is due.

**Technology and English 1312:** 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 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 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 officially admitted to the university. Any questions or problems can be directed to the Helpdesk at 747-5257.

All of the course content will be delivered via Blackboard. Students can access Blackboard by the steps outlined below:

- Go to http://my.utep.edu
- Login is e-mail ID. Password is e-mail password.
- Click on the link to Blackboard
- Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.
- Click on the course title to access the course.
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 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

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.

- To preserve a student’s GPA, he/she will be dropped from the course after missing four classes.
- Missing a scheduled conference with the instructor constitutes an absence.
- Each semester has a drop date beyond which an instructor can no longer drop a student with a “W.” Students who fail to attend or fulfill assignments after the drop date must necessarily receive an “F.” However, in the event of exceptional circumstances, and with the approval of the instructor of the course and the academic dean, a grade of “W” may be obtained. The student is responsible for supplying written documentation to support the request for a “W.” Acceptable reasons for a "W" include: personal or family medical emergencies, death of family member, military leave, or an exceptional work schedule that prevents you from completing the course.
- 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

- You may submit assignments late. You have a window of two calendar days after the due date to turn in. Assignments will NOT be accepted after the “window” closes.
- Major projects will be due on Fridays at 11:30 p.m. A late window is open until Sunday at 11:30 p.m.

*If you miss a deadline for any reason, you may still choose to submit your work, but you will be docked one letter grade for each day (not class period) that passes beyond the deadline.*

Nature of and Time Spent on Course

English 1312 helps students develop a wide variety of strategies for communicating in a variety of media. To succeed in this course requires dedication and focus.

Students should allocate sufficient time for the class projects and work. The general rule for all classes is that students spend two hours working outside of class for each class credit. Because this is a 3-hour class, expect to spend 6 hours doing researching and writing each week. However, remember that the class only meets with the instructor and classmates for 1.5 hours a week. Therefore, add the additional 1.5 hours to the 6 for a total of 7.5 hours. During some weeks students may work more; some weeks they may work less. However, keep this average in mind.

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. The instructor is required to report all suspected academic dishonesty to the Office of Student Conduct.*

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
Note: This syllabus represents a plan of action. Deviations may be necessary. I may make changes to the syllabus as the semester progresses to take into account expressed student interests, and to meet the class’ needs. All changes to the syllabus will be announced in class and or on Blackboard.

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)

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 for 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.