RWS 5309 Introduction to Rhetoric & Writing Studies
Fall 2023
Dr. Teresa Quezada

I. Course and Instructor Information:

Instructor:	**Dr. Teresa Quezada**
Office Hours:	**Mondays 3 PM – 4:15 PM and By appointment** **Link to Scheduler:** **https://calendar.app.google/kKEf8b3ChGcTRgE76**
E-mail:	**tquezada2@utep.edu** **Please use my UTEP email to contact me – I can respond to your emails much faster this way.**
Section (s):	**RWS 5309/6309 – Introduction to Rhetoric and Writing Studies**

II. Course Description:

RWS 5309 is designed to give you broad disciplinary foundations in Rhetoric and Writing Studies through an overview of historical perspectives and current theories on rhetoric and composition. Introducing you to the field of Rhetoric and Writing studies is not an easy task given the breadth and depth of the two fields, one of which is among the oldest in the humanities. In this course, we will manage the breadth by focusing on the themes of process, social setting, transfer of learning, threshold concepts, multimodal composition and a brief introduction to researching writing.

You will participate in and engage with the materials and your colleagues in several ways. The course relies heavily on *discussion* where you will serve at times as the facilitator(s). You will also engage with the field through scholarly research.

Course Goals:

- Understand the developmental journey of rhetoric and writing studies/composition;
- Preview selected historical/theoretical foundations and canonized scholars in the field that have led the field to where it is;
- Review and produce common genres in Rhetoric and Writing studies academic work; and
- Connect the research to your own professional research and future interests.

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IV. Recommended Texts and Materials:

This semester we are using Open Educational Resources (OER) and Open Access Materials. This means that I am working with the Library and the OER Librarian, Ms. Tessy Torres, to make all the materials available to you through the Blackboard Course. Many of the readings are available through these three books, but please note that not all materials are included in them. You are not required to purchase these textbooks unless you would like to do so.

Borrowman, S., Brown, S.C., and Miller T. P. (2009) *Renewing Rhetoric's Relation to Composition: Essays in Honor of Theresa Jarnagin Enos*. New York, NY: Routledge.
ISBN10: 0-8058-6396-6

Malenczyk, R., Miller-Cochran, S., Wardle, E., and Yancey, K. B. (2018). *Composition, Rhetoric and Disciplinarity*. Louisville, CO: University Press of Colorado
ISBN: 978-1-60732-694-6

Miller, S. (2009) *The Norton Book of Composition Studies*. New York NY: W.W. Norton.
ISBN: 978-0-393-93135-8

Internet access and access to BlackBoard.

Electronic storage capacity for all your documents. This can be a flashdrive, a dropbox or other cloud storage, One Drive, whatever you prefer, but make sure you keep copies of all your **submitted** assignments until final course grades are **posted**.

Technology:

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

Technology problems are 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.

Remember to save early, save often, save in multiple places. Losing material because of computer crashes, disk problems, or other issue is not an excuse for late or incomplete assignments.

You will need the following software on your computers to efficiently work in this course. In some cases your computer may already have some of these programs installed.

- Adobe Acrobat Reader. You can get the program by going to http://www.adobe.com/ and then clicking on the icon on the center of the screen which says 'Get Adobe Reader'? Follow instructions to install the reader.
- Adobe Flash Player. You can get the player by going to http://www.adobe.com/ and then clicking on 'Get Adobe Flash Player?'. Follow instructions to install the player.
- Apple QuickTime Player. You can get this player by going to http://www.apple.com/ . Once there, click on the 'Downloads'? tab on the top of the page and then click on QuickTime 'Download'? and follow instructions.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk. They are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

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V. Course Assignments (this syllabus provides an overview of major assignments; detailed assignment sheets and minor assignments will be available through BlackBoard).

Class Discussions Postings: 150 points – 10 points for each well-developed post. Preparation for class is critical. Throughout the semester, we will be reading and responding to the assigned readings. You will submit your response on Blackboard (BB) Discussion Board (DB) and read your classmate's posts. Once you each begin facilitating the discussions, please make sure you are reading and responding to the week's facilitator as well. Posts are due by **Sundays and Tuesdays by 9 PM.** You will note that we have more than 15 posts during the semester. I will take the top 15 posts to allocate these points.

The following elements should guide your posts:

- Each post will be about 200 – 300 words and will be in response to the readings assigned for that class theme/topic day.
- As part of your response, pose 2 questions that arise as you read. Remember that scholarship and research emerge from what is left out, overlooked, or questions the readings provoke. These do not need to be research questions that will shake the discipline, but rather simple inquiries that deserve further conversation and study.
- Read your classmates' posts before class so that you have a sense for the diversity of response to the readings.

Submit your posts timely – I will not accept late posts for points.

Session Facilitation and Concept Trace: 200 points – leading a class discussion and then completing a short trace essay. Your class discussion can take any form – a presentation, activities, or a combination. You have a great deal of leeway to highlight the major takeaways from the readings to your colleagues. Your trace paper will be due later in the semester, but I recommend you complete it as soon after the class discussion as possible.

To prepare for your facilitation:

- **Read** the assigned chapters/articles;
- **Prepare a brief summary** of key issues raised by the readings – the takeaways for the day's readings. A PowerPoint presentation may help you focus on developing those takeaways and keep the class on point;
- **Enhance the discussion** – read an additional 2 or 3 articles or chapters (from an edited collection or other source) that will expand the topic and give you the

opportunity to enhance our discussion about the theme. You will offer a deeper look into the topic.

The full assignment sheet provides further guidance.

Explore a Dissertation or Thesis: 150 points
Theses and dissertations are academic genres unto themselves. To help you prepare for your ultimate completion of a thesis or dissertation (depending on your level of studies), you will explore a thesis or dissertation whose topic interests you and which was **completed in the last 5 years**. As you explore the thesis/dissertation, you will evaluate how it contributes to the discipline as well as identify its structure, methods and methodology, theoretical grounding and theorists used to frame the author's work.

Research Portfolio: 500 points in 3 deliverables
Academic research is presented in specific ways; even within a discipline, various conferences and journals require different approaches to presentations and manuscripts. To help you practice the development of your interests and passions, you will develop a portfolio that walks you through the research process in manageable steps. For Ph.D. students, remember that the RWS program requires that you demonstrate your active, independent scholarship as you complete your doctoral studies. Consider that responding to calls for proposals and presenting at conferences can hone your research focus and help you develop manuscripts that can lead to publication. Alternatively, your thesis or dissertation research can also be presented at its early stages, and the feedback you receive can also help you further develop your research for your final work product.

Your research portfolio in this class will consist of 3 deliverables:

1. Response to a Call for Proposals for a conference in the field (or the course assignment);
2. Conference presentation; and
3. Manuscript for publication review.

Call for Proposal Response: 100 points. You will respond to a call for proposals for a conference. This is similar to an abstract, but the timing of the writing is different. With abstracts, you have already written the research; the abstract summarizes and synthesizes your research into a discipline-appropriate abstract. Conference proposals require that you conceptualize the research you are planning to conduct and ensure your proposal provides sufficient detail and matches the conference themes/goals within the word-count constraints. (Although sometimes you have a work in progress that fits the theme of a conference – then your purpose is to demonstrate how your research or an aspect of your research fits with the conference theme.)

You may respond to an actual Call for Proposals (CFP) and include that CFP in your submittal, or you may respond to the Conference Call that I have developed for this class.

Conference Presentation: 150 points You will develop a 15 to 20-minute presentation based on the proposal you submit. The presentation should be an academic presentation that would/could be presented at a regional or national conference. Your presentation should NOT entail you reading a paper; it must be a presentation that engages your audience.

Manuscript for Publication: 250 points Your final deliverable is an academic quality research paper (6000 to 8000 words). Consider this to be a strong start to a manuscript that you would submit for publication, or a significant part of your thesis/dissertation. You will identify a journal that is a possible venue for publication and use that journal's editing style (MLA, APA, perhaps another) as you draft your manuscript.

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

VI: Course/Instructor Policies:

Course Communication: The easiest way to contact me is through my UTEP email: tquezada2@utep.edu. I will generally respond to e-mails within 48 hours, Monday through Friday.

We also have 2 other ways to communicate:

- **Discussion Board**: If you have a question that you believe other students may also have, please post it in the Course Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.
- **Announcements**: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Projects Format: Unless otherwise indicated, assignments must be word-processed using Microsoft Word and saved as a PDF file. Use 12 pt. font, one-inch margins, and spacing

appropriate to the genre you are composing. Use a font style that is easily readable like Times New Roman, Arial, or Georgia.

Students should name each submitted assignment with their last name, first name and an abbreviation of the assignment. For example, if I were submitting my conference proposal assignment, I would name my file:

Quezada_Teresa_Conf_Prop.pdf

Note that the application will add the extension.

Discussion Board Posts may be composed in Word so you may use the editing tools available in Word (but not on BlackBoard) and then pasted onto the Discussion post dialog box. Please post directly to BB and avoid attaching documents.

Minor assignments can similarly be composed on Word and then copied onto the assignment dialog box – not the comments section – of the assignment link.

Rough Drafts: Time permitting, we will review and workshop drafts of the assignments. We will use various peer reviewing strategies for the review and workshopping. Peer reviews can be particularly helpful as you chart your way through the assignments. Consider that you may extend the peer review process into a writing/study group.

Participation/Attendance: Course attendance is mandatory – straightforward, isn't it? If life events conspire against you, please contact me as soon as possible so we can discuss arrangements. Please note that your weekly discussion board postings cannot be "made-up;" however, I offer additional opportunities for postings so you may be able to drop a low score or a missed posting.

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, as well as writing instructors, who can help with all parts of a writing assignment, including prewriting, organizing, revising, and editing. On-line consultations are available; here is the link for the UWC: http://uwc.utep.edu.

Online "Netiquette": Keep these guidelines in mind as you respond to posting prompts, peer reviews, and other online communication:

- Always consider your audience. Remember that members of the class and the instructor will be reading the postings.

- Be respectful and courteous to classmates and instructor at all times. No harassment or inappropriate postings will be tolerated. I will intervene in discussions that I determine are disrespectful or discourteous. Continued violation may result in low grades and/or referral to the Dean of Students for appropriate disciplinary action.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries and e-mails should be written in Standard English with edited spelling, grammar, and punctuation. Remember that all communication within the class context, to your fellow students and to your instructor should be considered writing in a professional context.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a f2f situation.
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- Do not copy another classmates' response on a discussion board.
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates' comments carefully and thoughtfully.
- Be sure to post in a timely fashion to receive credit for discussion posts. **Late postings will not receive credit.** Pay close attention to the posted deadlines.
- The class management system, BlackBoard, is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted 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).

Drop Policy: I do not automatically drop students even after they have missed major assignments. You must initiate the drop yourself, so be mindful of University policy regarding dropping classes and drop dates. Situations arise that may make course completion difficult. If this is the case, make sure you contact me as soon as you become aware of the challenge.

If you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

Late Work: Late work **will not** be accepted. If you experience difficulties in completing major assignments, contact me as soon as possible to discuss options.

Incomplete Grade Policy: Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is

warranted. If granted, we will establish a contract of work to be completed with deadlines.

Accommodations Policy

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 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. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

COVID-19 PRECAUTION STATEMENT

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. 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.

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is permitted in this course for the following activities, which must be noted or cited:

We will discuss the use of AI both theoretically, applied for our students, and in our own research and writing. As prospective instructors, we will discuss activities where AI use will be allowed, and the agreement and the parameters for AI use will be posted in the course LMS.

As graduate students, I expect that you will not rely on AI to completely prepare your work in this class. AI use may provide us an opportunity to collaborate on emerging research regarding its use. We will discuss this opportunity in class.

Any AI use must be disclosed in the assignment and cited appropriately.

Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

Academic Integrity: Academic Dishonesty is **NEVER** tolerated by UTEP. All cases are reported to the Dean of Students for Academic Sanctions. Sanctions may include expulsion. All work submitted must be original; students may not submit graded work from another course.

Forms of academic dishonesty include: *Collusion*—lending work to another person to submit as his or her own; *Fabrication*—deliberately creating false information on a works cited page, and *Plagiarism*—the presentation of another person's work as your own, whether meaning to or not (i.e. copying parts of or whole papers off the Internet). See the Dean of Students website at **http://www.utep.edu/dos/acadintg.htm** for more information.

Copyright and Fair Use: The University requires all members of its community to follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend students nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Group Assignments: Group assignments can sometimes create tricky situations. Some

students don't always "pull their weight" and this upsets group members that are doing their work, and contributing and collaborating professionally with their group. Despite this drawback, group assignments are valuable because they help students work together for a common goal. Group work is a professional life reality, and learning how to work in a group and in a virtual environment will be central to projects in this class.

Documentation Styles: APA style will be accepted. If your selected journal requires a different style, please make a note of that as you submit your manuscript.

Realize that the most important words in a paper are yours as the student, researcher and writer, not those of the supportive research. You should strive always to draw inferences from research material and weave into projects your reaction and evaluation of source material. One of the worst things students can submit to peer groups or instructors is a "patchwork"—that is, a project that simply links a series of quotations or paraphrased sentences that is followed by citation or footnote numbers.

Course & University Resources:

UTEP provides a variety of student services and support:

Technology Resources

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

The syllabus and calendar represent a plan for the course. If adjustments are necessary, I will notify you in class and via Blackboard. The Calendar is a separate document also available on Blackboard.