RWS 1301: Rhetoric and Writing Studies

CRN: 25267

DAYS/ TIME: MW 4:30-5:50 P.M.

PLACE: UGLC 236

INSTRUCTOR: TETYANA ZHYVOTOVSKA

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OFFICE HOURS: M 3-4 AND BY APPOINTMENT

OFFICE LOCATION: VOWELL HALL ROOM 101

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
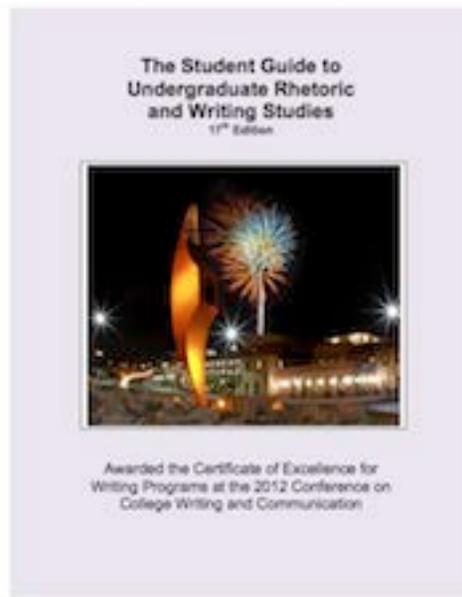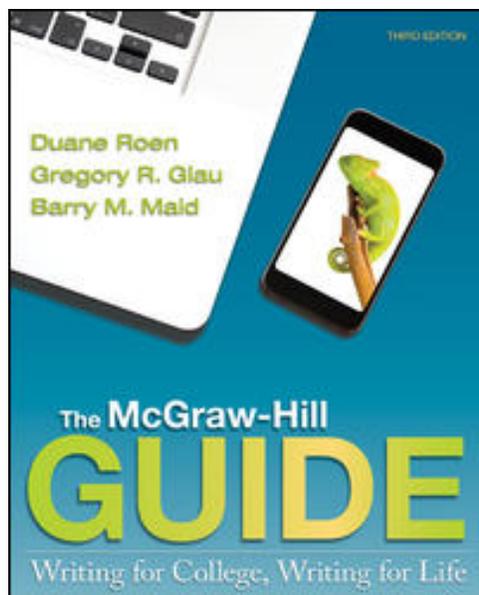
> ➢ Roen, D., Glau G., & Maid, B. (2013). *The McGraw-Hill Guide*: Writing for College Life, 3rd ed. New York: McGraw-Hill. ISBN: 978-0-07-340592-6.

> ➢ Department of English. *The Student Guide to Undergraduate Rhetoric and Writing Studies. 17th Revised Ed. 2014*. (An e-book available through the bookstore or through http://www.brytewave.com/Cafescribe_to_Brytewave.html

Please be certain to purchase the 17th Revised edition with this cover:

Brytewave Quick Start Guide

Students need to purchase an access code either from the UTEP Bookstore or online at http://www.brytewave.com/Cafescribe_to_Brytewave.html

Below are a few simple steps to get started. More information about reading and using your book will be provided.

Creating a Brytewave Reader user profile:

Creating an account with Brytewave is simple, quick and FREE!

1) Go to http://www.brytewave.com/Cafescribe_to_Brytewave.html to access the digital textbook(s) using the Brytewave Reader.

2) Click on "Brytewave Reader" listed in the banner at the top of the homepage.

3) At the "Login" page, create a new account, or login.

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 Brytewave Reader.

2) Click the "Activate Book(s)" button.

3) Enter the access code that was purchased through the bookstore or Brytewave and click the magnifying glass icon to lookup *The Student Guide to Undergraduate Rhetoric and Writing Studies. 17th ed. 2014*. book.

4) Select the book, click "Activate Book(s)", and the book will be ready to use.

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

Course Assignments

(This syllabus only provides an overview of assignments for the class--specific assignment sheets will be discussed in class and posted on Blackboard.)

End of the Semester Showcase: Your instructor will select which project your class will develop for the showcase.

Assignment #1: E-portfolio Website assignment (100 points)
Maintain a reflection blog
Developing an E-Portfolio

Assignment #2: Discourse Community Map (50 points)
Discourse Community Map and Response Assignment

Assignment #3: How to write a memo (as part of the participation points)
Choosing a Topic for the Semester
Writing Reflection & Self-Evaluation Memo
Peer-Review Memo

Assignment #4: Agency Discourse Memo (100 points)

Assignment #5: Rhetorical Analysis (100 points)
Website Analysis presentation & response (both text and visual in one assignment)

Assignment #6: Annotated Bibliography (100 points)

Assignment #7: Community Problem Report (100 points).
Community Problem Report Presentation & response

Assignment #8: Visual Argument (150 points)
Brochure

Visual Argument Presentation: (50 points)

Assignment #9: Writing to Convince and Solve Problems (100 points)
Opinion Piece

Participation in Class: In-class and online. (**150 points**)

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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

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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 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:

Blackboard (for Face-to-Face course (F2F)
All the course content will be delivered via Blackboard (F2F)

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 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 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.
➢ Assignments submitted one class day after the due date will be penalized up to one letter grade.
➢ Assignments submitted more than one day late may not be acceptable to the instructor for credit.

> ➢ 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, 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 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. 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:

January 19	**First day of class**
January 19-22	**Late Registration**
February 3	**Census Day**
February 17	**No class**
Spring Break March 7-11	**(no classes)**
March 16	**Freshmen mid-term grades due**
Cesar Chavez Day March 25	**(no class)**
Spring Study Day March 25	**(no class)**
April 1	**Withdraw course drop deadline**
May 5	**Last day of classes and complete withdrawal from the University**
May 6	**Class instead of February 17**
May 10	**Showcase (Tuesday) (during mid-morning-exact times TBA)**
May 9-13	**Final Exams**
May 18	**Grades are due in Goldmine**

Weekly Schedule (Provisional -- Subject to change)

MH = McGraw-Hill Guide; RWS = The Student Guide to Undergraduate Rhetoric and Writing Studies

Week	Topic	Monday	Wednesday	Assignments due by Saturday at 11:30 p.m.	Notes
Week 1 January 20	**Introduction**		Class Introductions Course Syllabus Blackboard Overview	Reflection Blog 1	**January 19 First Day of class**
Week 2 January 25 & 27	**Discourse Community Map**	E-Portfolio Project (Introduction) Discourse Community Map Assignment (Introduction) Readings: RWS Guide p. 75 RWS Guide p. 77-84 J. Swales "The Concept of Discourse Community"	Readings: MH Ch. 13 (p. 422-431) Discourse Community Map Class Activity Discourse Community Map Draft – Peer Review	Community Discourse Map (map & response) - final draft DUE	
Week 3 February 1 & 3	**Topic Choice/ Agency Discourse Memo** **Prewriting/ Invention**	Agency Discourse Memo Assignment (Introduction) Readings: RWS Guide p.88-89; 92-98 MH Ch. 1 (p. 1-13)	Readings: MH Ch. 6 (p. 110-120; 134-143) Agency Discourse Memo Draft – Peer Review	Agency Discourse Memo - final draft DUE E-portfolio Shell DUE	**February 3 Census Day**
Week 4 February 8 & 10	**Rhetorical Analysis**	Rhetorical Analysis Assignment (Introduction) Writing Proposal Memo Readings: RWS Guide p. 99-116 MH Ch. 2 (p. 27-30)	Readings: RWS p. 117-129 Rhetorical Analysis Proposal Draft – Peer Review	Rhetorical Analysis Proposal – final draft DUE	

Week	Topic	Monday	Wednesday	Assignments due by Saturday at 11:30 p.m.	Notes
Week 5 February 15 & 17	**Rhetorical Analysis/** **Peer-review**	Readings: RWS p. 19-30 MH Ch.8 (p. 196-206) Rhetorical Analysis paper draft – peer review Workshop Lab: Rhetorical Analysis Presentation	No class this day. Instead, the class is moved to May 6.	Reflection Blog 2	
Week 6 February 22 & 24	**Rhetorical Analysis Presentations/** **Revision**	Rhetorical Analysis Presentations	Rhetorical Analysis Presentations	Rhetorical Analysis- final draft DUE	
Week 7 February 29 March 2	**APA/ Plagiarism/ Annotated Bibliography**	Readings: RWS p. 36-38 MH Ch. 20 (p. 580-599) Annotated Bibliography Assignment (Introduction)	Readings: RWS p. 130-147 Research Questions (Discussion)	Research Questions DUE Reflection Blog 3	
Week 8 March 14 & 16	**Annotated Bibliography/ Community Problem Report/ Research**	Library day Community Problem Report Assignment (Introduction) Readings: RWS p.49-67 MH Ch. 19 p. 522-546	Readings: RWS p.148-161 Annotated Bibliography Draft - Peer-Review	Annotated Bibliography – final draft DUE	**Spring Break March 7-11**
Week 9 March 21 & 23	**Community Problem Report/** **Argument / Opinion**	Readings: MH Ch. 12 (p. 372-379) E-Portfolio Project	Community Problem Report Draft - Peer-Review Workshop Lab: Community Problem Report Presentation	Reflection Blog 4	
Week 10 March 28 & 30	**Community Problem Report Presentations**	Community Problem Report Presentations	Community Problem Report Presentations	Community Problem Report – final draft DUE	

Week	Topic	Monday	Wednesday	Assignments due by Saturday at 11:30 p.m.	Notes
Week 11 April 4 & 6	**Writing to Convince/ Opinion Piece**	Opinion Piece Assignment (Introduction) Readings: RWS p. 179-189	Readings: MH Ch. 9 (p. 238-279) Workshop Lab: Opinion Piece Proposal Memo	Opinion Piece Proposal memo DUE	
Week 12 April 11 & 13	**Opinion Piece**	Readings: MH Ch. 12 (p. 379-380); Ch. 14 E-Portfolio Project	Opinion Piece Draft - Peer-Review	Opinion Piece Final draft DUE	
Week 13 April 18 & 20	**Visual Rhetoric/ Visual Argument Assignment**	Visual Argument Assignment (Introduction) Readings: RWS p. 162-178 MH Ch. 17	Readings: MH Ch. 16 Workshop Lab: Visual Argument Proposal Memo	Visual Argument Proposal Memo DUE	
Week 14 April 25 & 27	**Technology for Visual Rhetoric / Website**	Readings: MH Ch.18 Workshop Lab: Visual Argument Presentation	Workshop Lab: Visual Argument Presentation	Reflection Blog 5	
Week 15 May 2 & 4	**Visual Argument Presentations**	Visual Argument Presentations	Visual Argument Presentations		**May 6 Class moved from February 17**
Finals Week **May 9-13**				E-Portfolio Website DUE **Friday (May 13)**	**Showcase:** **May 10**