

**Rhetoric and Writing Studies: RWS 1302****CRN: 14421****Meeting Time/Day: M 12-1:20 p.m.****Place: UGLC 232****Instructor Information:** Tetyana Zhyvotovska**Email:** [tzhyvotovska@miners.utep.edu](mailto:tzhyvotovska@miners.utep.edu)

(Note: For all course business &amp; questions, please use Course E-Mail in the Blackboard)

**Office Hours:** M 1:30-3:00 & by appointment - UTEP Library, Room C 307***Course Description***

The primary goal of RWS 1302 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.

***Learning Outcomes***

At the end of this course, students will be able to:

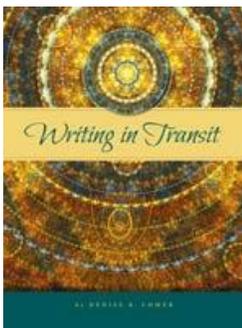
- Understand a theory of discourse communities;
- Engage as a community of writers who dialogue across texts, argue, and build on each other's work;
- Draw on existing knowledge bases to create "new" or "transformed" knowledge;
- Develop a knowledge of genres as they are defined and within discourse communities;
- Address the specific, immediate rhetorical situations of individual communicative acts;
- Develop procedural knowledge of the writing task in its various phases.
- Engage reflection about their own learning.

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,
- Apply research to various genres;
- Master 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.

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***



Comer, D. K. (2015). *Writing in Transit*. Southlake, TX: Fountainhead Press.

ISBN:978-1-59871-803-4



Fourzan, J. Ed. (2018). *The First-Year Composition Handbook*. (An e-book available through the bookstore or through the publisher Follet/VitalSource.

ISBN: 978-0-692-75953-0

Additional readings may also be posted on Blackboard.

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.

### *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. This will be submitted to, approved, and graded by the instructor. **(20 pts.)**



#### **Genre Analysis Outline:**

Students will complete the following activities to prepare them for the Genre Analysis Essay assignment: Choosing your genres; analyzing specialized genres; and analysis outline assignment.

**(50 pts.)**



**Genre Analysis:** Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. This will be submitted (rough and final drafts) to, and graded by, the instructor.

**(100 pts.)**



**Research Proposal:** As part of this assignment you must generate 3-4 research questions and begin to find sources for the Literature Review/Research Report. Students will complete Activities 1-4 for Literature Review. **(50 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. This will be submitted (rough and final drafts) to, and graded by, the instructor. **(200 pts.)**



**Advanced Visual Argument Outline Activities:** Students will submit an outline to show the persuasive purpose and argumentative structure for the project. Complete the persuasive purpose worksheet, the developing reasons for advocacy, and gathering evidence to support reasons. **(30 pts.)**

**Advanced Visual Argument: Open Education Resource:** Students will create a video that explores and explains one important concept in academic concentration or professional community. The video must be based on primary and secondary research. **(200 pts.)**



**Visual Argument Class Presentation:** Students will present their visual argument to the class. The instructor will grade this presentation. **(50 pts.)**



**E-Portfolio Reflection Website/Blog - Extended Professional E-portfolio:** Students will create, design, and maintain an academic profile in the form of an e-portfolio website that includes reflections on their course work, major assignments and composing processes. **(100 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, attendance, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. **(200 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 is taught as a **hybrid class**--with one face-to-face meeting for lecture and discussion, and the rest of the course utilizing a management system such as Blackboard, a Wiki, or a class website depending on the instructor. It is vital for you to regularly check your UTEP email and course content. 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, but since the class only meets for 1.5 hours a week, add the additional 1.5 hours to the 6 for a total of 7.5 hours.

This course is technology enhanced, and all of the supplementary material for the class will be delivered via Blackboard. It is strongly recommended that students have access to 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.

**Due Dates for Major Assignments:**

All major assignments will be due on Sundays at 11:59 p.m. It is important to submit work before deadlines for full credit and feedback.

**Late Work:** Late assignments may be submitted during two calendar days after the assigned deadline before the assignment window is closed. These late submissions will be penalized up to one letter grade. No assignments will be accepted after Blackboard assignment window closes.

### *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.
- 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. 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).

Since this class meets once a week, **if you are absent from more than two 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. Visit the Office of Dean of Students. Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs.

### ***Accommodations***

Your success in this class is important to me. We will all need accommodations because we all learn differently. 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](mailto: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 Fall 2018 Semester**

Aug. 27	First Day of Classes
Aug. 27-31	Late Registration
Sept. 3	Labor Day Holiday – University Closed (No classes)
Sept. 12	Census Day
Oct. 24	Freshmen mid-term grades due
Nov. 2	Drop/Withdrawal Deadline
Nov. 22-23	Thanksgiving Holiday – University Closed
Dec. 6	Last Day of classes
Dec. 7	Dead Day
Dec. 10-14	Final Exams
Dec. 18	Final Grades are Due

Visit <https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html> for important dates.

**Please make note of office hours and email, and reach out to me if you need to. I look forward to helping you become better writers this semester!**

**Weekly Schedule (Subject to change)**

**WIT Reader** = *Writing in Transit*. Denise. K. Comer. (2015). Southlake, TX: Fountainhead Press. ISBN:978-1-59871-803-4.

**RWS Handbook** = *The Undergraduate Rhetoric and Writing Studies Handbook (e-book)*

**BB** = Blackboard; **DBP** = Discussion Board Post

All major assignments will be submitted to Blackboard. See your course calendar for exact due dates.

Readings: Be prepared to discuss the readings on Monday following the week they are assigned.

<b>Week/ Topic</b>	<b>In-Class Activities</b>	<b>Homework/BB Activities</b>	<b>Assignments Due Sunday 11:59 p.m.</b> (Except Finals Week)
<b><u>Week 1:</u></b> <b>Introduction</b>	<u>Aug. 27</u> <ul style="list-style-type: none"> <li>▪ Class introduction</li> <li>▪ Syllabus review</li> <li>▪ E-Portfolio project introduction</li> <li>▪ Semester topic introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Read: WIT Reader = Ch. 1: Writing Transfer</li> <li>• Read: RWS Handbook = Ch. 5: Intro and Assignment 1: Option A</li> <li>• Work on E-portfolio shell</li> </ul> <u>On BB:</u> DBP #1: Introductions	<u>DUE: Sept. 2</u> - DBP #1: Introductions
<b><u>Week 2:</u></b> <b>Semester Topic/ E-Portfolio</b>	<u>Sept. 3</u> Labor Day Holiday – No Class	<ul style="list-style-type: none"> <li>• Read: WIT Reader = Ch. 2: Research and Writing as a Process</li> <li>• Read: Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard: <a href="http://guides.library.harvard.edu/sixreadinghabits">http://guides.library.harvard.edu/sixreadinghabits</a></li> <li>• Work on Semester Topic Proposal</li> </ul> <u>On BB:</u> DBP #2: Semester Topic Discussion	<u>DUE: Sept. 9</u> - DBP #2 - Semester Topic Proposal - E-Portfolio Shell
<b><u>Week 3:</u></b> <b>Genre Analysis</b>	<u>Sept. 10</u> <ul style="list-style-type: none"> <li>▪ Genre Analysis Assignment Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Read: WIT Reader = Ch. 7: Analysis</li> <li>• Read: RWS Handbook = Ch. 5: Assignment 2, Overview &amp; Guidelines; Student Models and Drafting and Putting it Together.</li> <li>• Work on Genre Analysis Outline</li> </ul>	<u>DUE: Sept. 16</u> - Genre Analysis Outline

<p><b><u>Week 4:</u></b> <b>Genre Analysis</b></p>	<p><u>Sept. 17</u></p> <ul style="list-style-type: none"> <li>▪ Genre Analysis: In-class activities</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Luders, M., Pritz, L., &amp; Rasmussen, T. (2010). Emerging personal media genres. <i>New Media &amp; Society</i>, 12(6), 947-963.</li> <li>• Work on Genre Analysis Draft</li> </ul>	<p>[Genre Analysis Draft (Complete) – bring to class on Monday (Sept. 24) for peer-review]</p>
<p><b><u>Week 5:</u></b> <b>Genre Analysis</b></p>	<p><u>Sept. 24</u></p> <ul style="list-style-type: none"> <li>▪ Genre Analysis: Peer Review &amp; Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Eli Review. Feedback and Revision. <a href="http://elireview.com/content/td/feedback/">http://elireview.com/content/td/feedback/</a></li> <li>• Read: RWS Handbook: Ch. 2 Revision</li> <li>• Revise and edit Genre Analysis Draft</li> </ul>	<p><u>DUE: Sept. 30</u></p> <p>- Genre Analysis Final Paper</p>
<p><b><u>Week 6:</u></b> <b>Literature Review/ Research Report</b></p>	<p><u>Oct. 1</u></p> <ul style="list-style-type: none"> <li>▪ Literature Review Assignment Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Read: WIT Reader= Ch. 3: Posing Meaningful Questions</li> <li>• Read: RWS Handbook= Ch. 5, Assignment 3 Overview and Assignment Guidelines.</li> <li>• Stork, David. “How to Ask Good Questions.” TEDx. YouTube. 25 April 2013. 7 Nov. 2015. <a href="https://www.youtube.com/watch?v=PkcHstP6Ht0">https://www.youtube.com/watch?v=PkcHstP6Ht0</a>.</li> </ul> <p><u>On BB:</u> DBP #3: Research Topic/Questions Discussion</p>	<p><u>DUE: Oct. 7</u></p> <p>- Reflection #1</p> <p>- DBP #3</p>

<p><b><u>Week 7:</u></b>  <b>Literature Review/ Research Report</b></p>	<p><u>Oct. 8</u></p> <ul style="list-style-type: none"> <li>▪ Research Proposal</li>   <li>▪ Finding Sources and Determining Primary Research</li> <li>▪ Primary Research Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read: WIT Reader = Ch. 4: Reading</li> <li>• Read: Driscoll, Dana Lynn, and Allen Brizee. "Evaluating Sources: Overview." The Purdue Online Writing Center. Purdue University. 22 Feb. 2013. Web.  <a href="https://owl.english.purdue.edu/owl/resource/553/01/">https://owl.english.purdue.edu/owl/resource/553/01/</a>.</li> <li>• Read: RWS Handbook= Ch. 3, Research, Library, and Technology</li> <li>• Read: WIT Reader, pp. 18, 67, 149</li> <li>• Read: RWS Handbook: pp. 26-27</li> <li>• Read: RWS Handbook= Ch. 5, Assignment 3, Student Models</li> <li>• Work on Research Proposal &amp; Questions</li> </ul>	<p><u>DUE: Oct. 14</u></p> <p>- Research Proposal &amp; Research Questions</p>
<p><b><u>Week 8:</u></b>  <b>Literature Review/ Research Report</b></p>	<p><u>Oct. 15</u></p> <ul style="list-style-type: none"> <li>▪ Summary and Synthesis of Research</li>   <li>▪ Choosing and Integrating Evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: WIT Reader = Ch. 5 &amp; 6 Summary and Synthesis</li> <li>• Read: A Rhetorical Precis:  <a href="http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html">http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html</a></li> <li>• Read: Photinos, Christine. "Synthesizing Your Research Findings." Writing Commons Open Text. Writing Commons. n.d. Web. 3 Nov. 2015.  <a href="http://writingcommons.org/index.php/open-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/1030-synthesizing-your-research-findings">http://writingcommons.org/index.php/open-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/1030-synthesizing-your-research-findings</a></li> <li>• Read: WIT Reader = Ch. 11: Choosing and Integrating Evidence</li> <li>• Read: RWS Handbook = Ch. 5, Assignment 3, Drafting and Putting</li> </ul>	<p><u>DUE: Oct. 21</u></p> <p>- DBP #4</p>

		<p>Together the Lit. Review.</p> <ul style="list-style-type: none"> <li>• Work on Literature Review Draft</li> </ul> <p><u>On BB:</u> DBP #4</p>	
<b><u>Week 9:</u> Literature Review/ Research Report</b>	<u>Oct. 22</u> Literature Review/ Research Report Class Activities	<ul style="list-style-type: none"> <li>• Read: WIIT Reader = Ch. 12: Citing Resources</li> <li>• Read: RWS Handbook pp. 35-48</li> <li>• Work on Lit. Review Draft</li> </ul>	[Lit. Review Draft (Complete) – bring to class on Monday (Oct. 22) for peer-review]
<b><u>Week 10:</u> Literature Review/ Research Report</b>	<u>Oct. 29</u> Literature Review/Research Report: Peer-Review & Revision	<ul style="list-style-type: none"> <li>• Read: RWS Handbook = Ch. 2, Revision</li> <li>• Revise and edit Lit. Review Draft</li> </ul>	<u>DUE: Nov. 4</u>  - Literature Review/ Research Report Final Paper
<b><u>Week 11:</u> Visual Argument</b>	<u>Nov. 5</u> Visual Argument Assignment Introduction	<ul style="list-style-type: none"> <li>• Read: Ch. 5, Assignment 4, Overview and Guidelines; and Ch. 6, Sharing the Grade</li> <li>• Read: Yancey, K. (2004). Made not only in words: Writing in a new key. <i>CCC</i> 56(2), 297-328.</li> <li>• Work on Visual Argument Outline</li> </ul> <p><u>On BB:</u> DBP #5</p>	<u>DUE: Nov. 11</u>  - Reflection #2  - DBP #5
<b><u>Week 12:</u> Visual Argument</b>	<u>Nov. 12</u> Advanced Visual Argument Outline Activities	<ul style="list-style-type: none"> <li>• Read: WIT Reader: Ch. 8 Framing Arguments; Ch. 9: Constructing Arguments; Ch. 10: Designing Arguments: Formats and Modalities</li> </ul>	<u>DUE: Nov. 18</u>  - Advanced Visual Argument Outline Activities
<b><u>Week 13:</u> Visual Argument</b>	<u>Nov. 19</u> Advanced Visual Argument Presentations Introduction	<ul style="list-style-type: none"> <li>• Read: Jacobs, Gloria E. “Developing Multimodal Academic Literacies among College Freshmen.” <i>Journal of Media Literacy Education</i> 4.3 (2012): 244–55. Web. 1 Nov. 2015.</li> <li>• Read: RWS Handbook = Ch. 5, Assignment 5, Presenting the Visual Argument</li> </ul>	

<p><b><u>Week 14</u></b></p> <p><b>Visual Argument Presentations</b></p>	<p><u>Nov. 26</u></p> <ul style="list-style-type: none"> <li>▪ Advanced Visual Argument Class Presentations</li> <li>▪ E-portfolio Website Project</li> </ul>	<ul style="list-style-type: none"> <li>• Read: Otoshi, J. &amp; Heffernan, N. (2008). Factors predicting effective oral presentations in EFL classrooms. <i>Asian EFL Journal</i>, 10(1), 65-78.</li> <li>• Work on Visual Argument Assignment</li> <li>• Work on E-Portfolio</li> </ul>	
<p><b><u>Week 15</u></b></p> <p><b>Visual Argument Presentations</b></p>	<p><u>Dec. 3</u></p> <p>Advanced Visual Argument Class Presentations</p>		<p><u>DUE: Dec. 9</u></p> <ul style="list-style-type: none"> <li>- Advanced Visual Argument</li> <li>- Reflection #3 DUE</li> </ul>
<p><b><u>Finals Week</u></b></p>		<p>Revise/ Finalize E-Portfolio Website</p>	<p><b><u>DUE: Dec. 12 (Wednesday)</u></b></p> <ul style="list-style-type: none"> <li>- E-Portfolio Website</li> </ul>