Rhetoric and Writing Studies: RWS 1302
CRN: 14076

Course Delivery Format: Online

Instructor Information: Tetyana Zhyvotovska

Email: tzhyvotovska@miners.utep.edu

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

Office Hours: Online via e-mail. Response time within 48 hours.

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
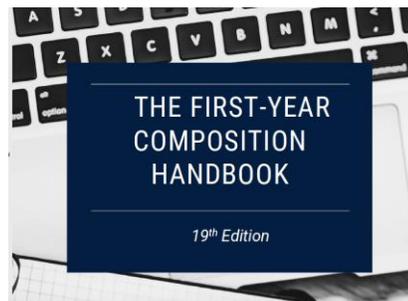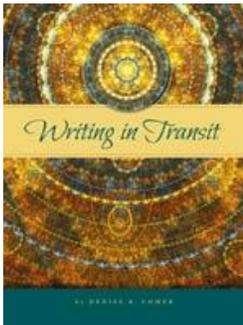
Comer, D. K. (2015). *Writing in Transit.* Southlake, TX: Fountainhead Press. ISBN:978-1-59871-803-4.
     Available through the UTEP Bookstore.
Bossie, R., & LaPrade, P. (2019). *The First-Year Composition Handbook.*
     This e-book is available through the UTEP Bookstore.

Additional readings may also be posted on Blackboard.

The next section consists of an overview of assignments. The icons relate to relevant UTEP Edge learning outcomes. Specific assignment guidelines can be found in the *Handbook.* Further instructions are posted on the 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:

Option 1 - **Documentary Film:** Students will plan, write, film, and edit a documentary film that creates awareness and advocates for a change in thinking or behavior concerning a chosen topic. (**200 pts.**) *OR*

Option 2 - **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: 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.**)

Course Participation: Because this is an online class, participation 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 quizzes, 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 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 & Policies

This course is taught as an online **class** utilizing a management system such as Blackboard. It is vital for you to regularly check your 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 online class, expect to spend 9 hours doing research and writing each week.

This course is technology enhanced, and all of the 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. Since all the work will be done online, not having access to a computer will affect your ability to turn in assignments on time.

This course is designed and works under Mountain Standard Time (MST). Please keep this in mind when submitting assignments and meeting deadlines.

Readings: The purpose of the readings is to help you learn and understand the different aspects of rhetorical situation, research, and writing. It is essential that you complete the weekly assigned textbook and handbook readings within the course modules. These will assist you with the assignments and will strengthen your discussion board posts by citing and referring to the readings.

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. (MST). It is important to submit work before deadlines for full credit and feedback.

Late major 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.

Course Participation & Communication

Participation: Since this is an online class, students are expected to participate in online discussions/activities and complete all the modules and assignments. Failure to turn in two major assignments will result in student being dropped from the course.

Course Announcements: I will post updates, any changes to modules/assignments, deadlines for assignments, discussion boards, and activities, and important notifications. Make it your routine to check announcements regularly.

Discussion Boards: A specific number of discussion boards (DB's) are planned for the course, but I will add extra discussion boards if I see the need to address other issues, topics, or the readings themselves. This course is meant to be highly interactive, and the Discussion Board is one means to achieve this. I expect for all students to keep up with and complete all the assigned readings, and all students must meet the deadlines for the discussion boards and assignments. As teams, you will also conduct your own group discussions and collaborative writing through the team discussion boards.

Please remember that the Discussion Board is reserved for meaningful classroom discussion. You will not receive credit for a post if you simply say, "I have nothing to add," or "I have no questions," or just a "yes" or "no" answer. Cite and refer back to your textbooks and weekly readings in your posts. Be sure to revise, edit, and proofread your responses before you post them. Each discussion board consists of (1) your post that must be at least 200 words long and (2) comments to at least two of your classmates' posts with minimum of 50 words each. Also, you must respond to your classmates' questions (of there are any) within your thread to create a meaningful conversation. Points earned will be based on the quality of your posts. Discussion topic/questions will be posted on Mondays. Everyone in the class should post his/her response by Friday 11:59 p.m. (MST) and comment on the classmates' posts by Sunday 11:59 p.m. (MST). Late posts will receive no credit.

The appropriate use of the Discussion Board includes conversations about topics related to this course. I reserve the right to delete any message that contains controversial or insulting language, is off topic, or violates the course netiquette.

Course E-Mail: Occasionally, we will be communicating with each other via e-mail. To be consistent and avoid confusion, we will use the Course E-mail, the messaging system within Blackboard. You will find this tool in the left sidebar. To send me and/or your classmates messages, please use Course E-mail. Only when it is an emergency and/or Blackboard is down and not working, should you contact me through the university's e-mailing system at tzhyvotovska@miners.utep.edu. Check your Course E-mail in Blackboard on a daily basis.

For more strategies to communicate effectively online, please see UTEP Connect document "Communicating Effectively Online" posted in Syllabus folder in our Blackboard course shell.

Course (N)et iquette

- 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 course interaction. 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, including online communication. 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).

For the complete list of the course (n)etiquette policies, please see Netiquette Guide for Online Courses posted in Syllabus folder in our Blackboard course shell.

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. For the official policies on academic integrity and scholastic dishonesty, please refer to UTEP Office of Student Conduct and Conflict Resolution.

Accommodations & Support Services

Your success in this class is important to me. We 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. 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, including online tutoring services. 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 2019 Semester

Aug. 26	First Day of Classes
Aug. 26-30	Late Registration
Sept. 2	Labor Day Holiday – University Closed (No classes)
Sept. 11	Census Day
Oct. 23	Freshmen mid-term grades due
Nov. 1	Drop/Withdrawal Deadline
Nov. 28-29	Thanksgiving Holiday – University Closed
Dec. 5	Last Day of classes
Dec. 6	Dead Day
Dec. 9-13	Final Exams
Dec. 18	Final Grades are Due
Dec. 19	Final Grades are posted to student records

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

Please make note of my 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*
FYC Handbook = *The First-Year Composition Handbook (e-book)*
BB = Blackboard; **DBP** = Discussion Board Post

All course assignments will be submitted through Blackboard.
<u>**Deadlines**</u>:
DBP – due by Friday 11:59 p.m.; responses to classmates – due by Sunday 11:59 p.m. (MST)
Assignments/quizzes – due by Sunday 11:59 p.m. (MST)

Week/ Topic	Class Focus/Activities	Readings	DBP & Assignments Due
<u>**Week 1**</u> **(08/26-09/01)** **Introduction**	▪ Class introduction ▪ Syllabus review ▪ E-Portfolio project introduction	• Read: WIT Reader = Ch. 1: Writing Transfer • Read: FYC Handbook = Ch. 5: Intro and Assignment 1: Option A	- Syllabus Quiz (due 09/01) - DBP #1: Introductions (post due 08/30; responses due 09/01)
<u>**Week 2**</u> **(09/02-09/08)** **Semester Topic & E-Portfolio**	▪ Semester topic introduction & proposal ▪ E-Portfolio shell	• Read: WIT Reader = Ch. 2: Research and Writing as a Process • Read: Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard: **http://guides.library.harvard.edu/sixrea dinghabits**	- DBP #2: Semester Topic Discussion (post due 09/06; responses due 09/08) - Semester Topic Proposal (due 09/08) - E-Portfolio Shell (due 09/08)
<u>**Week 3**</u> **(09/09-09/15)** **Genre Analysis**	▪ Genre Analysis Assignment Introduction	• Read: WIT Reader = Ch. 7: Analysis • Read: FYC Handbook = Ch. 5: Assignment 2, Overview & Guidelines; Writing the Genre Analysis	- Reading Quiz 1 (due 09/15) - Genre Analysis Outline (due 09/15)
<u>**Week 4**</u> **(09/16-09/22)** **Genre Analysis**	▪ Genre Analysis Assignment	• Read: Luders, M., Pritz, L., & Rasmussen, T. (2010). Emerging personal media genres. *New Media & Society*, *12*(6), 947-963.	- Genre Analysis complete draft for peer-review

Week 5 (09/23-09/29) Genre Analysis	▪ Genre Analysis: Peer Review & Revision	• Read: Eli Review. Feedback and Revision. http://elireview.com/content/td/feedbac k/ • Read: FYC Handbook = Ch. 2, Overview & Revision Process	- Genre Analysis Final Paper (due 09/29)
Week 6 (09/30-10/06) Literature Review/ Research Report	▪ Literature Review Assignment Introduction	• Read: WIT Reader= Ch. 3: Posing Meaningful Questions • Read: FYC Handbook= Ch. 5, Assignment 3, Overview and Assignment Guidelines. • Stork, David. "How to Ask Good Questions." TEDx. YouTube. 25 April 2013. 7 Nov. 2015. https://www.youtube.com/watch?v=Pk cHstP6Ht0.	- Reflection #1 (due 10/06) - DBP #3:Research Topic/Questions (post due 10/04; responses due 10/06)
Week 7 (10/07-10/13) Literature Review/ Research Report	▪ Research Proposal ▪ Finding Sources and Determining Primary Research ▪ Primary Research Questions	• Read: WIT Reader = Ch. 4: Reading • Read: Driscoll, Dana Lynn, and Allen Brizee. "Evaluating Sources: Overview." The Purdue Online Writing Center. Purdue University. 22 Feb. 2013. Web. https://owl.english.purdue.edu/owl/reso urce/553/01/. • Read: FYC Handbook= Ch. 3: Research, Library, and Technology • Read: WIT Reader, pp. 18, 67, 149 • Read: FYC Handbook= Ch. 5, Assignment 3, CAB	- Research Proposal & Research Questions (due 10/13)
Week 8 (10/14-10/20) Literature Review/ Research Report	▪ Summary and Synthesis of Research ▪ Choosing and Integrating Evidence.	• Read: WIT Reader = Ch. 5 & 6 Summary and Synthesis • Read: A Rhetorical Precis: http://oregonstate.edu/instruct/phl201/ modules/rhetorical- precis/sample/peirce_sample_precis_cli ck.html • Read: Photinos, Christine. "Synthesizing Your Research Findings." Writing Commons Open Text. Writing Commons. n.d. Web. 3 Nov. 2015. http://writingcommons.org/index.php/o	- DBP #4: Summarizing and Synthesizing Sources (post due 10/18; responses due 10/20)

		pen-text/research-methods-methodologies/integrate-evidence/incorporate-evidence/1030-synthesizing-your-research-findings • Read: WIT Reader = Ch. 11: Choosing and Integrating Evidence • Read: FYC Handbook = Ch. 5, Assignment 3, Drafting and Putting Together the Lit. Review.	
Week 9 **(10/21-10/27)** **Literature** **Review/** **Research** **Report**	Literature Review/ Research Report Activities/Draft	• Read: WIT Reader = Ch. 12: Citing Resources • Read: FYC Handbook = Ch. 3, Documentation Styles & APA (pp. 35-48)	Lit. Review complete draft for peer-review
Week 10 **(10/28-11/03)** **Literature** **Review/** **Research** **Report**	Literature Review/Research Report: Peer-Review & Revision	• Read: FYC Handbook = Ch. 2, Revision, Style, and Grammar	- Literature Review/ Research Report Final Paper (due 11/03)
Week 11 **(11/04-11/10)** **Visual** **Argument**	Visual Argument Assignment Introduction	• Read: FYC Handbook = Ch. 5, Assignment 4, Overview and Guidelines • Read: FYC Handbook = Ch. 6, Collaboration in Undergraduate Writing • Read: Yancey, K. (2004). Made not only in words: Writing in a new key. *CCC 56*(2), 297-328.	- Reflection #2 (due 11/10) - DBP #5: "Writing in a New Key" (post due 11/08; responses due 11/10)
Week 12 **(11/11-11/17)** **Visual** **Argument**	Advanced Visual Argument Outline Activities	• Read: WIT Reader: Ch. 8 Framing Arguments; Ch. 9: Constructing Arguments; Ch. 10: Designing Arguments: Formats and Modalities	- Advanced Visual Argument Outline Activities (due 11/17)
Week 13 **(11/18-11/24)** **Visual** **Argument**	Advanced Visual Argument Presentations Introduction	• Read: Jacobs, Gloria E. "Developing Multimodal Academic Literacies among College Freshmen." *Journal of Media Literacy Education 4*.3 (2012): 244–55. Web. 1 Nov. 2015. • Read: FYC Handbook = Ch. 5, Assignment 5, Presenting the Visual Argument	- Reading Quiz 2 (due 11/24)

Week 14 **(11/25-12/01)** **Visual** **Argument/** **Presentations**	▪ Advanced Visual Argument Presentations ▪ E-portfolio Website Project	• Read: Otoshi, J. & Heffernan, N. (2008). Factors predicting effective oral presentations in EFL classrooms. *Asian EFL Journal, 10*(1), 65-78.	- Advanced Visual Argument (due 12/01) - Advanced Visual Argument Presentations (due 12/01)
Week 15 **(12/02-12/08)** Visual Argument E-Portfolio	▪ Advanced Visual Argument Reflection ▪ E-Portfolio		- Reflection #3 (due 12/08)
Finals Week **(12/09-12/13)**	E-Portfolio	Revise/ Finalize E-Portfolio Website	**DUE: Dec. 11** **(Wednesday)** - E-Portfolio Website