

RWS/UTEP

RWS 1302: Rhetoric and Composition 2

Spring 2016 Syllabus

CRN: 27579

Instructor: Jennifer Falcon

Office: Vowell Hall Rm. 103, also available via telephone and email

Office Hours: Tuesdays & Thursdays 1:00 – 3:00, if you are not on campus, or in El Paso you can contact me via telephone, and email during these times, or by appointment.

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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.

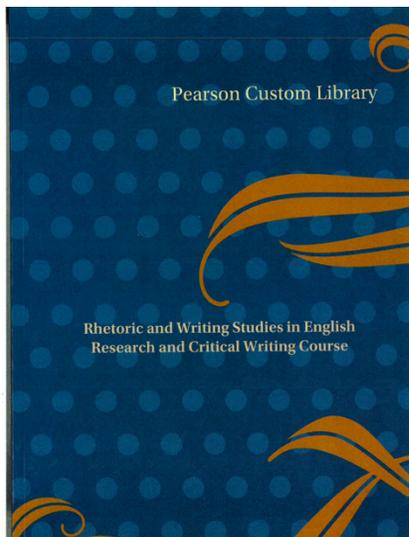
Online Learning Environment

This class is 100% online, which means you will rely heavily on a variety of technologies to communicate, and complete assignments. You must check Blackboard at the start of each week for the weekly assignments, and course content. You will also blog on a weekly basis. To foster communication amongst us all you will create a tumblr blog, and use class specific tags. The tags for all posts are rws16, rwsfalcon, and other assignment specific tags that will be given to you on a weekly basis. If you wish to reach an audience outside the class you may use other tags specific to other discourse communities. Logging in to Blackboard, and tumblr on a daily basis is highly recommended.

Learning Outcomes

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

Textbook & Course Materials



Rhetoric and Writing Studies in English:
Research and Critical Writing Course. 2014.
Pearson Custom Library, English Mercury
Reader.

ISBN: 10:1-269-25983-0

ISBN: 13: 978-1-269-25983-5



The Student Guide Undergraduate Rhetoric and Writing Studies, 17th Revised edition. 2014
Please be certain to purchase the 17th edition with this cover:

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 http://www.brytewave.com/Cafescribe_to_Brytewave.html 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 Undergraduate Rhetoric and Writing Studies, 17th edition. 2014 book.

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

Course Requirements

- UTEP email account
- Access to Blackboard
- Tumblr blog, and textbooks
- Online “Netiquette,” which requires you to 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.

RWS 1302 Assignments

Projects will be submitted and graded through Blackboard.

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. 10 pts.*

Genre Analysis Matrix: *Students will complete the genre analysis matrix as an activity assignment to begin work on the Genre Analysis. This will be submitted to, and graded by, the instructor. 30 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 Questions/Annotated Bib: *Students will submit 3-4 research questions for approval and complete an annotated bibliography to begin work on the Literature Review/Primary Research Report. This will be submitted to, approved, and graded by the instructor. 30 pts.*

Literature Review / Primary Research Report: *Students will conduct primary and secondary research on a social, political, or ethical issue to become well-informed experts on the issue. Students will then write a literature review of these sources to summarize and synthesize the arguments and ideas of the research sources. This will be submitted (rough and final drafts) to, and graded by, the instructor. 200 pts.*

Argumentative/Advocacy Outline for Documentary Film Project: *Students will submit an outline to show the persuasive purpose and argumentative structure for the documentary film. This will be submitted to, and graded by, the instructor. 30 pts.*

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

Class Presentation: *Students will present their documentaries to the class. The instructor will grade this presentation. 50 pts.*

Online Opinion Piece: Students will write an online opinion piece on some aspect of the topic of their Literature Review/Primary Research Report in order to advocate for a policy change. This will be submitted (rough and final drafts) to, and graded by, the instructor. **100 pts.**

E-Portfolio or Advocacy Website: Students will create, design, and maintain an academic profile in the form of an e-portfolio website that includes their semester's work for the topic of their literature review/primary research report. Students should copy and paste the link on a Word Document. This will be submitted to, and graded by, the instructor. **150 pts.**

Participation in Class: 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 tumblr blog entries, homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. **100 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

Major projects submitted to Blackboard will be due on Thursdays at 11:59 p.m. No late work will be accepted. All work must be submitted via Blackboard. I will not accept email submissions.

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

Microsoft Word is available to students at all campus computers and can be purchased at the UTEP Bookstore using a current UTEP ID card at discount. Students may also go to openoffice.org and download a free and compatible version of Word/Office.

Be sure to name each submitted assignment with your first initial, last name, and an abbreviation of the assignment.

For example:

Jfalcon3_GenreAnalysisDraft

Jfalcon3_GenreAnalysisFinalDraft

Rough Drafts: Part of the participation grade will include the submission of rough drafts. In order to get the most useful feedback, rough drafts should be completed projects. They must also be submitted before or on the due date. The

first two assignments (genre analysis and literature review/primary research report) both require rough draft submissions.

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

1. To be sure that the project is on the right track: that it meets the requirements of the assignment.
2. To comment on the “big issues.” Students will receive comments based on the most important elements of the assignment. Addressing these concerns should help students write a more effective project. The comments will NOT focus on grammar and such—so it is a good idea to get additional help from instructors and the Writing Center for this.

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 for academic and workplace projects. Group assignments are valuable because they help students work together for a common goal. Students who are not doing their group work can be voted off of their groups and will have to complete the project on their own.

ADA: The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and need an accommodation, please contact the Center for Accommodations and Support Services (CASS) at 747-5148 or cass@utep.edu. The CASS is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

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. If you are not in the El Paso area you can the UWC offers online tutoring.

Technology and RWS 1302: This course makes heavy use of technology and multimedia. It is strongly recommended that students have access to the Internet from home and are comfortable using a computer.

If home access is not possible, arrangements can be made to use a computer regularly on campus in order to complete the work. Student computer labs such as [ATLAS](#) are often available until midnight, but schedules do vary. A great deal of work will be done online, and not having access to a computer will not be an excuse for incomplete or late assignments.

Technology problems are also not an excuse for work that is late or missing. Students need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with technology problems. Expect that at some time, the network will be down, computers will go on the fritz, or some other small catastrophe will occur. If students are prepared ahead of time, they can go to plan B.

Instructions for Accessing Your Course Online: Students must have a UTEP email ID and password before they can access Blackboard. UTEP automatically generates an e-mail ID for students when they are officially admitted to the university. Any questions or problems can be directed to the **Helpdesk at 747-5257**.

Calendar

RWS = Assigned readings from Rhetoric and Writing Studies in English

Guide (e-book) = Assigned readings from Student Guide to Undergraduate Rhetoric and Writing Studies (digital book)

| Calendar | Assignments | Readings/Homework | Notes |
|-------------------|---|--|--|
| Week One 1/19 | Introduction to class, and review of syllabus. Introduction of the Advocacy Website Project. Introduction to Genre Analysis | Set up tumblr blog Week 1 tumblr introduction post due 1/21 Topic proposal due 1/22 | |
| Week Two 1/26 | Genre Analysis Matrix due | RWS= p. 2-9; 24; 27-37 Guide= p. 21; 72; 206 – 207; 216 – 220 Week 2 tumblr post due 1/28 GA Matrix Due | |
| Week Three 2/1 | Genre Analysis draft continued | Guide = p. 221-223 (Rubric); 224-239 (Student Examples) Week 3 tumblr post due 2/4 | Census Day February 3rd |
| Week Four 2/8 | Genre Analysis draft returned. Be sure to check Blackboard for comments. | RWS = p. 234; 257 Guide = p. 241 - 249 | Genre Analysis Draft Due 2/12 |

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| <p>Week Five 2/15</p> | <p>Begin Literature Review Research Report.</p> | <p>Reader= p. 97-105; 300-308 Guide= p. 241-249;</p> <p>Genre Analysis Final Draft Due 2/11 at 11:59 p.m.</p> <p>Week 5 tumblr post due 2/21 by 5 p.m.</p> | <p>Genre Analysis Final Draft Due 2/11 at 11:59 p.m.</p> |
| <p>Week Six 2/22</p> | <p>Research Questions/Citation Analysis Matrix due.</p> | <p>RWS Reader= p. 119; 312 – 325 RWS Guide= 250 – 253,</p> <p>Week 6 tumblr post due 2/21 5 p.m.</p> | |
| <p>Week Seven 2/29</p> | <p>Literature Review Research Report continued</p> | <p>Reader= p. 112-116, 330-338 Guide = p. 254 – 261; 262 – 286 (Student Examples)</p> <p>Literature Review Research Report draft due 3/6</p> | <p>Annotated Bibliography due 3/5 11:59 p.m.</p> |
| <p>Week Eight 3/7</p> | <p>Spring Break</p> | | |

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| Week Nine 3/14 | Lit Review Conferences Continued | RWS = p. 177, 296 Literature Review / Primary Research Report draft due. 3/17 11:59 p.m. | |
| Week Ten 3/21 | Introduce Film Documentary. | RWS Guide= p. 288 – 296; 326 – 329 Student examples (check tumblr and blackboard for links) Week 10 tumblr post due 3/24 | |
| Week Eleven 3/28 | Film Doc Continued | RWS Reader= 273-287 RWS Guide= p. 299; 301 - 306 | Course Drop Deadline – 4/1 |
| Week Twelve 4/4 | Documentary continued. | Film Doc Outline due 4/7 11:59 p.m. Week 12 tumblr post due 4/7 | |
| Week Thirteen 4/11 | <i>Begin Online Opinion Piece. Begin discussion of Presentation.</i> | RWS Reader= 193 – 201; 206 – 213 RWS Guide= : p. 208 – 211; 212-213, 307-310; 311-312 (Rubric); 313- 316; 317 – 323 (Student Examples) | |

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| Week Fourteen 4/18 | <i>Begin Online Opinion Piece.</i> <i>Begin discussion of Presentation.</i> | RWS Reader= 193 – 201; 206 – 213 RWS Guide=, 307-310; | Online or F2F presentation |
| Week Fifteen 4/25 | Presentations. Last Day of Class Online Opinion Piece Final Draft due. | Guide = 311- 323 Week 15 tumblr post due 4/28 11:59 p.m. | |
| Week Sixteen 5/2 | Advocacy Website due. Finals week (include these to the calendar) | Op-Ed Final Draft due 5/5 11:59 p.m. E-Portfolio due – 5/9 by 11:59PM | |