**CRN: 25297**

**Time/Days: Friday, 10:30AM – 11:50AM**

**Place:** UGLC, 232

**Instructor:** Jasmine Villa

**E-Mail:** [jvilla4@miners.utep.edu](mailto:jvilla4@miners.utep.edu)

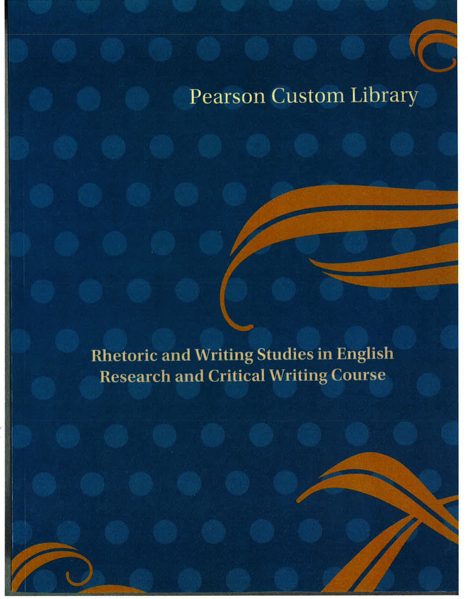
**Office Location:** Vowell, 103

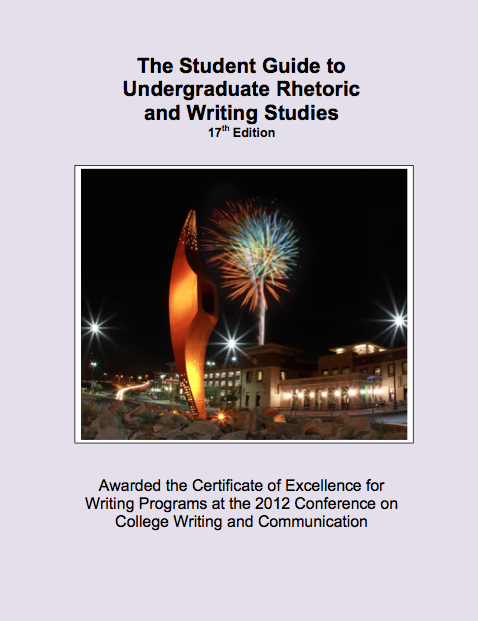
**Office Hours:   
Tuesday**, 1:00 PM – 2:30 PM

**Required Texts and Materials**

**The following items are required:**

* ****Access to a cloud drive or USB to save assignments.
* Tumblr account

  
Neuleib, J., Cain, S. K., &   
Ruffus, S. (Eds.). (2014).   
*Rhetoric and Writing Studies in English: Research and Critical Writing Course*. Boston: Pearson.

Salome, M. (2014).   
*The Student Guide to Undergraduate Rhetoric and Writing Studies*  (17th Revised ed.).   
  
**The *Student Guide* is a digital book**.

Students need to purchase an access code either from the UTEP Bookstore or online at [www.Brytewave.com](http://www.Brytewave.com).

**Information on how to purchase and activate the digital book is available on Blackboard.**

**Q*: Can I use the 16th edition?***  
**A:** No, you need the 17th edition because the 16th edition received a substantial amount of revisions. The readings for the course do not align with the page numbers for the 16th edition.

**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.

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. Instructors will provide students with permanent access to the syllabus, supplemental reading materials, e-mail, and discussion groups. It is vital that students check and participate in the online environment consistently as it is an integral part of the course. On occasion, students will be asked to meet on the hybrid day to participate in library research, technology workshops, presentations, or other activities their instructor might need them to be physically present for. Please keep this time available for this class. Otherwise, students may

miss out on important information.

**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,
* 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.

**Course Assignments and Grade Distribution**

## This syllabus provides an overview of assignments for the class -- specific assignment sheets are available in the Student Guide. Smaller assignments will be available in Blackboard. The Undergraduate Rhetoric and Writing Studies at UTEP uses Blackboard. Projects will be submitted and graded through Blackboard.

**Grade Distribution (Students can earn a total of 1000 points for the course):**

**A**=1000-900  **B**=899-800  **C**=799 -700  **D**=699- 600  **F**=599 and below

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| **Assignment & Description** | Points |
| **Genre Analysis:** Students will identify two texts on the same subject, but in different genres, to write a comparative analysis. | 100 |
| **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 |
| **Documentary Film Project (group 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 to 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. The instructor will select one film documentary to submit to the department’s End of Semester Showcase. | 200 |
| **Film Doc Presentation:**  Students will present their documentaries to the class. The instructor will grade this presentation. | 50 |
| **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 |
| **E-Portfolio:**  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 (rough and final drafts) to, and graded by, the instructor. | 150 |
| **Participation:** Because this is a hybrid class, participation in-class **and** online is mandatory. Students will complete weekly Blackboard modules as part of their participation grade. Participation assignments include Tumblr posts, peer review assignments, drafts, conferences, writing assignments, quizzes, and other work the instructor assigns. | 200 |

**Assignment Format:**All projects must be word-processed and saved as a .doc or .docx file. They should be in 12 pt. font, Times New Roman, have one-inch margins throughout, follow APA format and headings (including the appropriate cover page and headings), and be double-spaced. Failure to meet the page length and/or word count for an assignment will lead to the deduction of points.

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

**Example:**

JVilla genre analysis draft

JVilla genre analysis final

**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 and Blackboard. If a student does not have access to a computer or Internet, he/she can get free access through the university at several computer labs on campus. Student computer labs such as [ATLAS](http://issweb.utep.edu/home/index.php?option=com_content&view=article&id=99&Itemid=261) 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. For a list of labs, visit: <http://admin.utep.edu/default.aspx?tabid=58049>.

**Assignment Policies**A great deal of work will be done online (Blackboard and Tumblr); not having access to a computer or Internet will not be an excuse/will not be accepted for incomplete, missing, and/or late assignments. Unless it is a Blackboard outage affecting the entire UTEP campus, instructor will not review e-mailed assignments and/or grant extensions stemming from 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. 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. Be mindful of the deadlines (refer to calendar), plan ahead, and complete the weekly Blackboard module in a timely manner. Students are expected to come prepared by reading the assigned content listed in the calendar and in each Blackboard module.

**Accessing Blackboard:**

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.   
  
Students can access Blackboard by the steps outlined below:  
1) Go to <http://www.my.utep.edu>  
2) Login is e-mail ID. Password is e-mail password.  
3) Click on the link to Blackboard  
4) Once logged into Blackboard, all the courses a student is registered for are listed under the appropriate semester.

**Any questions or problems concerning Blackboard can be directed to the Helpdesk at 747-5257*.***

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**Rough Draft Feedback**  
Part of the participation grade will include the submission of rough drafts. They must also be submitted before or on the due date. In order to get the most useful feedback, rough drafts should be completed projects and follow the draft guidelines provided by the instructor.  On the rough drafts, students will receive marginal comments as well as comments at the end of the project via Blackboard.

**The purpose of this feedback is to:**

1. To be sure that the project is on the right track, and 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-- visit the Writing Center for this.

**Late Work and E-mailed Assignments**

* Unless you are requesting feedback for an assignment, do not e-mail final submissions to me. E-mailed and/or late assignments will not be accepted and will receive an automatic 0 – no exceptions.
* Technology problems are not valid excuses, so plan ahead. The only technology exception is if there is a campus wide Blackboard outage, and students will be permitted to submit the assignment via e-mail or when Blackboard is functioning again.
* Assignments completed in-class cannot be made up outside of class.
* Instructor will not answer assignment questions and/or provide feedback to an assignment on the day that it is due.

**Extra Credit**Extra credit, revision attempts, and/or late submission opportunities without a grade deduction will not be granted to individual students, but may be granted to the entire class at the instructor's discretion.

**Tumblr Assignments**Students will create and maintain a weekly Tumblr blog as part of their participation grade. The instructor will provide the prompts via Blackboard. Students are encouraged to be honest, format their responses in a multimodal format and use the two hashtags assigned to the class. A tutorial and additional instructions will be provided during the first week of class.

**Online Netiquette**

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| --- | --- | --- |
| **General** | **Blackboard** | **Tumblr** |
| Always consider audience. 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 face-to-face situation.  Please do not copy documents from Blackboard 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). | 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 the professor only. Instructor reserves the right to delete content that is verbally abusive toward another student or instructor. | Tumblr is a public Internet venue; all posting should be considered public and must adhere to UTEP’s student code of conduct.   Instructor reserves the right to not provide credit to content that is verbally abusive toward another student or instructor. |

**Attendance Policy**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. 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/>

* **The instructor will deduct 10 points per additional absence from a student’s final grade after exceeding 3 absences.**
* **There is no distinction between an excused and unexcused absence.**
* Face-to-face attendance is taken via a sign-in-sheet and/or in-class assignment; failure to sign-in will lead to being counted absent. Signing-in for another student will negatively affect both students’ academic standing in the course.
* Late arrival and early departure (10+ minutes) will count as half an absence.

**University Drop Date**Each semester has a drop date beyond which an instructor can no longer drop a student with a “W.” Students who fail to attend or fulfill assignments after the drop date must necessarily receive an “F.” Instructor will not drop students from the course; it is the responsibility of the student to drop before census day or the drop deadline*.* However, in the event of exceptional circumstances, and with the approval of the instructor of the course and the academic dean, a grade of “W” may be obtained. The student is responsible for supplying written documentation to support the request for a “W.” Acceptable reasons for a "W" include: personal or family medical emergencies, death of family member, military leave, or an exceptional work schedule that prevents you from completing the course.    
**Six-Course Drop Limit**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.

**For information on semester deadlines, see the UTEP Academic Calendar:** <http://academics.utep.edu/Default.aspx?tabid=11145>

**Extracurricular Involvement and Classroom Etiquette**

Students whose academic involvement (financial aid, scholarship, athletic eligibility, etc.) requires good academic standing are responsible for being aware of their academic requirements and responsibilities needed to remain in good standing.

Class Exemption Policy  
Student must provide proof of exemption and will submit in-class assignments, online postings, and major assignments within a week of the original deadline.

**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, use tablets, or listen to iPods/MP3 players during class;
* Student will be kicked out of the classroom and counted absent if he/she is caught browsing the internet/using the computer for non-academic work, using their phone/tablet/laptop for non-lecture related work.

**Academic Integrity and Campus Resources**

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.

**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](mailto: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. 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.