

English 1311: Expository English Composition**CRN: 24025****TIME/DAYS: TUESDAY & THURSDAY 7:30 A.M. – 8:50 A.M.****PLACE: UNDERGRADUATE LEARNING CENTER – ROOM 236****INSTRUCTOR: CRAIG WYNNE****E-MAIL: CWWYNN@UTEP.EDU****PHONE: 915-747-5731****OFFICE HOURS: TUESDAY 9-10 A.M. OR BY APPOINTMENT****OFFICE LOCATION: UNIVERSITY WRITING CENTER IN THE LIBRARY****Course Description**

The goal of English 1311 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.

English 1311 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 English 1312. 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 English 1312 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.
- Develop an awareness of and involvement in community issues and problems.

Required Texts & Materials

Roen, D., Glau G., & Maid, B. (2009). *The brief McGraw-Hill guide*. 2nd ed. New York: McGraw-Hill.

Department of English. *A guide to first-year composition*. (13th ed.). Follett – You will need to purchase this through <http://cafescribe.com>. Create an account there and purchase it through the Digital Textbook Store. If you have any problems, you'll need to e-mail support@cafescribe.com.

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 throughout the semester.

Discourse Community Map: Using the definition and discussion of a “Discourse Community” provided in class, you will construct a discourse community map that outlines the various discourse communities you belong to and the different literacies needed to be a member. You will need to consider the goals of each discourse community and how those goals shape communication (oral, visual, written). A written response essay will accompany the visual construction. **50 pts.**

Homepage for Website E-Portfolio: You will create a homepage for your website E- Portfolio that reflects the subject matter of your research project and provides the interface to access completed assignments for the semester. **50 pts.**

Agency Discourse Memo: You will observe an agency in the community and write a memo reporting their findings. You will detail the agency and its characteristics, its discourse practices, and its relation/contribution to an important community or social issue. **100 pts.**

Annotated Bibliography: For this assignment, you will construct an annotated bibliography that centers on the community issue or problem that you have selected to focus on for the semester. Each annotation in this annotated bibliography will consist of two parts: a summary and your evaluation of the source. **100 pts.**

Report on a Community Problem: You will create a report that draws attention to a community problem. **100 pts.**

Rhetorical Analysis: You will write an essay analyzing the use of rhetorical strategies within a text. Using a text related to your community issue, you will provide an objective analysis of the strengths and weaknesses in the writer's use of ethos, logos, and pathos within his or her argument(s). **100 pts.**

Visual Analysis: Similar to the rhetorical analysis assignment, you will analyze the rhetorical strategies within a visual. Using a printed visual related to your community issue, you will provide an objective analysis of the strengths and weaknesses in the visual's use of ethos, logos, and pathos. **100 pts.**

Opinion Piece: You will write an opinion piece about your community issue. You will focus on one aspect of their community issue and argue for a solution to a problem that you have identified. **100 pts.**

Visual Argument: This project prompts you to explore your community issue in a multimedia form. You will employ multimedia to advocate for the position in your opinion piece. In addition, you will write a memo detailing your rhetorical choices in the creation of your visual argument. **150 pts.**

Class Presentation: You will present your visual argument project to the class during Final Exam week. **50 pts.**

Participation in Class: This will include the following: Raising your hand to participate in class, contributing relevant thoughts to the discussion at hand, bringing textbooks to class, and paying attention in class. There will also be occasional smaller writing assignments, as well as in-class writing on assigned readings. Rough drafts will also be required with most, if not all, major assignments, and will count towards this portion of the grade. **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

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 English 1311: This course makes heavy use of technology and multimedia. It is strongly recommended that you have access to the Internet from home and are comfortable using a computer. If you do not have access, you can get free access through the university. (<http://admin.utep.edu/Default.aspx?tabid=40>).

If home access is not possible, you can make arrangements to use a computer regularly on campus in order to complete the work. Student computer labs such as ATLAS (<http://atlas.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. So plan ahead!

Technology problems are also not an excuse for work that is late or missing. Get into the habit of starting your work early on so as to allow time for any problems that might occur. Expect that at some time, the network will

be down, computers will go on the fritz, or some other small catastrophe will occur. If you are prepared and have planned ahead of time, you can easily go to a Plan B.

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

All the course content will be delivered via Blackboard. 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 your classmates and I will read anything you post. Never post anything you wouldn't feel comfortable saying in a face-to-face situation.
- Respect and courtesy must be provided to your classmates and to me at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person.
- Blackboard is not a public Internet venue; all postings to it are considered private and confidential. Whatever is posted on in these online spaces is intended for your classmates and your instructor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If you wish to do so, you have the ethical obligation to first request the permission of the writer(s).

Attendance:

You 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 sample student projects (sometimes yours, sometimes one written by a classmate). This is part of the work of the course. You also need to be in class on time and with class materials in front of you to be successful in this course, as well as in most of the courses you take throughout your college career.

- To preserve your GPA, you may be dropped from the course after four absences. There are no excused absences, so save them for family emergencies or illnesses.
- Occasionally, I may hold one-on-one conferences to discuss your work, as well as your progress in the course. Missing a conference constitutes an absence.

- I start class at 7:30 regardless of how many students are in the room. I will take attendance at this time. If you walk in after I have taken attendance, it counts as a "tardy." Two "tardies" are equal to an absence. If you show up after 7:45, it counts as an absence.
- 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." 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.
- 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:

- For each day a paper is late, your grade will be reduced by five points. For example, if you receive a grade of 100 on a paper, but you hand it in one day late, the grade is reduced to a 95; two days late, 90, three days late, 85, and so on. Note that this means each regular day, not each class day (so if it's due on a Thursday, and you hand it in on Friday, that means it's two days late; weekends count towards this as well). **I will not accept papers that are overdue beyond one week.**

Conduct:

In college, the assumption we make is that you want to be here. Otherwise, you would not have paid for the experience. Therefore, we want you to get your money's worth. Disruptive behavior such as talking during inappropriate times (i.e., during a silent reading/writing activity, when another student is participating, or when I am giving you notes) will NOT be tolerated here. If it happens, you will be asked to leave for the remainder of that class session. If you are asked to leave for any reason, it will count as an absence.

Academic Dishonesty:

Academic Dishonesty is **NEVER** tolerated by UTEP or the First-Year Composition Program. All cases are reported to the Dean of Students for Academic Sanctions. These sanctions may include expulsion. All work submitted must be original; you may not submit graded work from another course.

Forms of academic dishonesty include:

Collusion—lending your work to another person to submit as his or her own;

Fabrication—deliberately creating false information on a works cited page, and

Craig Wynne 9/17/13 4:38 PM

Comment [1]: The reason for this policy is to ensure accountability on the part of students and to help them develop responsibility for regards to deadlines, which are commonplace in writing in genres such as job applications and résumés, as well as for other professors.

Plagiarism—the presentation of another person's work as your own, whether you mean to or not (i.e. copying parts of or whole papers off the Internet). See the Dean of Students website at <http://www.utep.edu/dos/acadintg.htm> for more information.

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 assignments can sometimes create tricky situations. Some students don't always "pull their weight" and this upsets group members that are doing their work and being good contributors to the group. Despite this, group assignments are valuable because they help you work together for a common goal. This is an important skill for the real world, and learning how to work in a group will be central to some of the work you do in this class. **Students who are not doing their group work can be voted off of their groups and will have to complete the entire work of a group 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 Disabled Student Services Office (DSSO) at 747-5148 or dss@utep.edu. The DSSO is located in Room 106, Union East Bldg. You are responsible for presenting the instructor any DSS accommodation letters and instructions.

Office Hours: On the first page, I have noted my office hours. I encourage every one of you to take advantage of these, as they are an opportunity for you to make the most of the learning process. If you don't understand something or need me to explain something differently, ask. There is no such thing as a stupid question!

Weekly Schedule (Subject to change – Readings and small writing assignments may be added/deleted/substituted)**MH = McGraw-Hill Guide; GFC = Guide to First-Year Composition****Week One – 1/18 & 1/20****Assignment:** Introduction to class, review of syllabus, icebreakers. Diagnostic writing sample. Introduce Discourse Community Map and Response assignment. Invention Exercises.**MH:** Chapter 1**GFC:** Chapter 1, page 166-186 (Discourse Community Activities)**Week Two – 1/25 & 1/27****Assignment:** Discourse Community Map and Response. Invention Exercises. In-class drafting and conferences. View “Jumping In” Video. Intro to APA. Peer Editing.**MH:** Chapter 2**GFC:** Chapter 2, page 86-90 (APA); Discourse Community Activities**Week Three – 2/1 & 2/3****Assignment:** Invention Group Exercises. Invention Group Work. Introduce Agency Discourse Observation Memo Project. Choose semester topic. Introduction of E-portfolios.**MH:** Chapter 3**GFC:** Chapter 3; Agency Discourse Memo Activities (pp. 190-204)**Discourse Community Map and Response Due Tuesday, 2/1****Week Four – 2/8 & 2/10****Assignment:** Invention Group Work Continued. Introduce Agency Discourse Observation Memo Project.**MH:** Chapter 4**GFC:** Chapter 5**Agency Discourse Memo Activities, continued (pp. 190-204).****Week Five – 2/15 & 2/17****Assignment:** Brainstorming Exercises. Evaluating Print and Online Sources. Introducing the Annotated Bibliography Project. Practice References Format Exercises.**MH:** Chapter 5**GFC:** Chapter 4**Agency Discourse Memo Project Due Tuesday, 2/17**

Week Six – 2/22 & 2/24

Assignment: Annotated Bibliography Continued.

MH: Chapter 6

GFC: Chapter 6 Annotated Bibliography Activities (pg 271-286).

Week Seven – 3/1 & 3/3

Assignment: Annotated Bibliography Activities Continued. Creating a References Page. Evaluating Print and Online Sources. Introduce Community Problem Report.

MH: Chapter 7

GFC: Page 287-314 (Community Problem Report Activities)

Annotated Bibliography Due 3/4 at midnight

Week Eight – 3/8 & 3/10

Assignment: Community Problem Report. Peer editing.

MH: Chapter 8

GFC: Community Problem Report Activities Continued

Week Nine – 3/22 & 3/24

Assignment: Community Problem Report continued.

MH: Chapter 9

GFC: Visual Analysis Assignment Activities Continued (pages 236-258)

Community Problem Report – Rough Draft Due 3/24

Week Ten – 3/29 & 3/31

Assignment: Community Problem Report Continued. Peer editing.

MH: Chapter 10

GFC: Visual Analysis Activities Continued

Community Problem Report – Final Draft Due 4/1

Week Eleven – 4/5 & 4/7

Assignment: Introduce Rhetorical/Visual Analysis Assignment.

MH: Chapter 11

GFC: Pages 205-236 (Rhetorical Analysis Activities)

Week Twelve – 4/12 & 4/14

Assignment: Rhetorical Analysis Assignment continued. Peer Editing.

MH: Chapter 12

GFC: Visual Analysis Assignment Activities Continued

Week Thirteen – 4/19 & 4/21

Assignment: Introduce Opinion Piece & Visual Argument.

MH: Chapter 13

GFC: Opinion Piece Activities (pages 315-323).

Rhetorical/Visual Analysis Due Tuesday, 4/19

Week Fourteen – 4/26 & 4/28

Assignment: Opinion Piece Continued. Introduce Visual Argument Assignment (To Be Determined).

MH: Chapter 14

GFC: Opinion Piece Continued. Visual Argument (pages To Be Determined)

Week Fifteen – 5/3 & 5/5

Assignment: Work on Visual arguments and E-portfolios; Conferences to be held

Week Sixteen – 5/12 7 a.m.

Conferences to be held on visual arguments and E-portfolios throughout the week

Assignment: In-class Presentation of visual arguments (this will count as the final exam)

Visual Arguments & Opinion Pieces due Thursday, 5/12 at 7 a.m. – Be prepared to present!

E-portfolios due Friday, 5/13 at midnight

Let's make this a great semester!