

I. Course and Instructor Information:

Instructor: Craig Wynne
Office: University Writing Center
Office Hours: Monday 9 -10 a.m. or by appointment
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E-mail: cwynne@utep.edu
Section (s): 093
Meets: Monday 7:30 – 8:50 a.m. at UGLC232 and online

II. Course Description:

The primary goal of English 1312 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. Each 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.

III. 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; and,
- Develop procedural knowledge of the writing task in its various phases.

Students will also have the opportunity to strengthen skills sets in the following areas:

- Think, read, and write critically;
- 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;
- Formulate research questions and locate source materials in the library to substantiate your content;
- 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.

IV. Texts and Materials:

Wysocki, Anne Francis and Dennis A. Lynch. *Compose, Design, Advocate*. CUSTOMIZED for UTEP edition. New York: Pearson/Longman Publishing, 2011.

A Guide to First-Year Composition, 14th edition. 2011.

A flash drive to save all your course documents.

V. Course Assignments (this syllabus provides an overview of assignments for the class--specific assignment sheets will be discussed in class and available in the *Guide to First-Year Composition*):

The First-Year Composition Program at UTEP uses a scoring system called Electronic Distributed Assessment. This means that instructors will grade some projects and a committee of Scorers will score others. This helps to ensure that students' grades are as fair as possible. Projects will be submitted through a website called MinerWriter

located at <http://minerwriter.utep.edu>. Additional information is available in the *Guide to First-Year Composition* and will be provided by instructors.

This semester, the course will have a theme, which will be health and wellness. Your assignments will have to do with some type of health or wellness-related issue, so the topics you choose should revolve around that. For part of the course, we will examine rhetorical constructions of what it means to be healthy, on an emotional, physical, and mental scale.

Graded by the Committee

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) through MinerWriter, and assessed by the Committee. **100 pts.**

Literature Review / Primary Research Report: You 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) through MinerWriter, and assessed by the Committee. **200 pts.**

Documentary Film Project: Using Macintosh software (iMovie, Garage Band and Motion) or Windows software (MovieMaker), you will plan, write, film and edit a documentary film advocating a position on a current issue. You 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 through MinerWriter and assessed by the Committee. **200 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. The final draft will be submitted through MinerWriter and assessed by the Committee. **100 pts.**

Graded by Me

Topic Proposal for Semester: You will write a proposal to identify the subject/issue/topic you will be working with for the semester. This will be submitted to, approved, and graded by me. **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 me. **30 pts.**

Craig Wynne 9/7/13 3:42 PM

Comment [1]: I had begun to research the psychological elements of writing anxiety for my dissertation. I had also developed a personal interest in meditation, which led me to want to help students explore their topic, as well as contextualize their writing in relevant health issues, which proved to be meaningful for the students.

Research Questions/Citation Analysis Matrix: You will submit 3-4 research questions for approval and complete the citation analysis matrix as an activity assignment to begin work on the Literature Review/Primary Research Report. This will be submitted to, approved, and graded by me. **30 pts.**

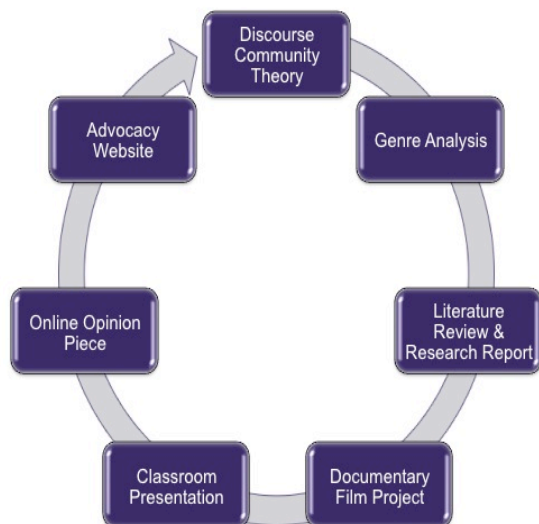
Argumentative/Advocacy Outline for Documentary Film Project: You will submit a storyboard to show the persuasive purpose and argumentative structure for the documentary film. This will be submitted to, and graded, by me. **30 pts.**

Class Presentation: You will present their documentaries to the class. I will grade this presentation. **50 pts.**

Advocacy Website: You will create, design, and maintain a website that advocates for the topic of your review/primary research report. You will design, add additional links, and provide the needed content to this website in any way you want--with the stipulation that it is focused on advocacy and draws from your semester's work and research. You should copy and paste the link on a Word Document. This will be submitted to, and graded by, me at the end of the semester. **150 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 in class as well as homework, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. **100 pts.**

Assignment Sequence



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

Learning to determine course grades is not hard to do and is a skill students should acquire early in their college career.

To determine the course grade for 1312, keep track of the scores received on each assignment. Adding them up and dividing by the points possible at that stage of the semester will provide a grade percentage.

For example: If a student receives these scores

87 for genre analysis (possible 100)

185 for lit review and primary research report (possible 200), then she has

272 points out of a possible **300**.

Then, 272 divided by 300 equals a 90.6% So, at that point in the course, the student would have a low A. I will also keep your grades on a course website

called Engrade, to which you will have access; you will receive this during the third or fourth week of class. You are responsible for keeping track of your grade as the semester progresses.

VI: Course/Instructor Policies:

Projects Format: All projects must be word-processed using Microsoft Word and saved as a .doc file (instructions for doing this are in the *Guide to First-Year Composition* and on MinerWriter). Use 12 pt. font, one-inch margins, and double spacing. 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 a discount through the UTEP Bookstore using a current UTEP ID card. Students may also go to openoffice.org and download a free and compatible version of Word/Office.

Students should name each submitted assignment with their first initial, last name, and an abbreviation of the assignment. For example:

jmartinez_genre_draft.doc
jmartinez_genre_final.doc

Make sure you submit all work to the committee as a 97-2003 Word document. It will not be accepted in any other format.

First Drafts: Part of the participation grade will include the submission of first drafts. In order to get the most useful feedback, first 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 to myself and the committee.

First 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 the Writing Center for this.

You will submit first drafts to both myself and the committee. First drafts should be completed projects; the more complete they are, the more effective the committee and I can be in providing you with helpful feedback. First drafts will count toward the Class

Participation portion of your grade.

What the scores mean:

You received a score between 0 and 15 on your draft. Here is what that numbers mean:

Check Plus (15) – Good first draft. It is appropriate to the assignment and shows effort. Some development and/or revision is required. This does NOT mean you have an “A.” It just means you are on the right track.

Check (12.5) – Adequate first draft. It is appropriate to the assignment, but needs much more development and/or revision. OR It has development but is not appropriate to the assignment.

Check Minus (7.5) – Inadequate first draft. A draft has been submitted, but it does address the requirements of the assignment. OR It is significantly underdeveloped

No draft submitted or a draft that cannot be opened (0)

Participation/Attendance: Because this is a hybrid course, attendance is determined by class participation both in class and online, as well as homework assignments completed. Students must be prepared, participate in online discussions, and attend the face-to-face class consistently to understand and incorporate the rhetorical strategies and processes used to complete the projects. Participation is worth 10 percent of the final grade.

Since this is a hybrid course, attendance will be determined in two ways:

- 1) In the face-to-face portion, I start class at EXACTLY 7:30, regardless of how many students are in the room. At the beginning of class, I will take attendance. If you walk in after your name is called, it counts as a “tardy.” Two “tardies” count as one absence. If you enter after 7:45, it counts as an absence.
- 2) In the online portion, I will post a prompt on the class Facebook page to which you will respond. This will be done at some point on the Tuesday after class. You will have until that Friday at 11:30 p.m. to respond to the prompt in order to be considered “present” for the online portion.

You are allowed two absences (excused or unexcused) without penalty. After the third unexcused absence, your grade will be lowered by fifty points (this includes the two “tardies”), regardless of whether the first two were excused. So save all absences for legitimate reasons (illness, family emergencies, etc.), and make sure you provide documentation. You have a week upon your return to show the documentation. Depending on the quality of your work, excessive unexcused absences may result in an automatic failure for the course.

Conversely, if you show up to class every day on time (including the online portion), you will receive an extra 50 points toward your final grade.

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Comment [2]: First drafts were not required to be submitted to the instructor by the administration, but I chose to have students submit to me so I could provide them with feedback that could supplement that of the committee. The rationale behind this practice was that students would find feedback from me more meaningful because we were in regular contact throughout the semester.

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Comment [3]: I experimented with using Facebook as a technological platform for the class because it was novel to students.

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, as well as writing instructors, 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.

Students who receive a C-, D, or F on an assignment (except for the documentary) will be required to go to the UWC **at least twice** before the next assignment is due. To show their instructors that they met this requirement, students need to give their instructors the forms that tutors fill out after each tutoring session. If a student chooses not to comply with UWC requirement, he/she will not be able to submit their subsequent paper. **To facilitate revision, UWC tutors will not hold a tutoring session fewer than 12 hours before the assignment is due.**

Hybrid Format: The hybrid format is an advantage to you because you will not always have to be on campus to attend class, and most hybrid-experienced students report that it gives more time to focus on learning and writing. It is strongly recommended that you have access to the Internet from home and are comfortable using a computer. If a student does not have access, he/she can get free access through the University: (<http://admin.utep.edu/Default.aspx?tabid=40>).

Technology: 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://atlas.utep.edu>) are often available until midnight, but schedules do vary. All work is submitted 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. You 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 you are prepared ahead of time, you can go to plan B.

Classroom Etiquette:

- No checking email, typing assignments, or surfing the web during class. Please turn monitors off when computers are not being used for class-related activities.
- Absolutely no using the printer after class has started.
- 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 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.
- Do not use inappropriate language, all capital letters, or language short cuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.
- 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.
- Be sure to read everyone’s responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- Do not copy another classmates’ response on a discussion board.
- No credit will be received for yes/no answers. Posts should justify positions and provide specific examples. Students must demonstrate that they have read the assignment and their classmates’ comments carefully and thoughtfully.
- Be sure to post in a timely fashion to receive credit for attendance and for the discussion. **Late postings will not receive credit.** Pay close attention to the posted deadlines.
- The class management system such as Blackboard, a wiki or a class website 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).

Drop Policy:

- To preserve a student’s GPA, you may be advised to drop the course after missing four classes.
- To be considered present in face-to-face classes, you must be prepared as well as be physically in class.
- To be considered present online, you must post within the deadlines and in the appropriate space/thread.
- I may occasionally hold individual conferences in lieu of class. Missing a scheduled conference with me constitutes an absence.

Late Work:

- Commenting and scoring is scheduled by the due date. Students who fail to submit assignments on time might not receive feedback on performance. Therefore, it is important to submit work before deadlines for full credit and feedback.

- Committee-graded assignments (Genre Analysis, Literature Review, Documentary, Online Opinion Piece) submitted one class day after the due date will be penalized up to one letter grade.
- Assignments submitted more than one day late may not be acceptable for credit.
- Be sure to submit all major assignments in order to pass this class. While late work may adversely affect a grade, a zero can adversely affect enrollment.
- If a major assignment is more than two days late, you face the possibility of failure for the course. MinerWriter will not physically accept assignments beyond this point.
- Assignments that are due to me are not acceptable for credit if they are turned in late.

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; students may not submit graded work from another course.

Forms of academic dishonesty include: *Collusion*—lending work to another person to submit as his or her own; *Fabrication*—deliberately creating false information on a works cited page, and *Plagiarism*—the presentation of another person's work as your own, whether meaning 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. Students are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend students nor assume any responsibility for student violations of fair use laws. Violations of copyright laws could subject students 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 students work together for a common goal. Group work is a "professional life" reality and learning how to work in a group will be central to one of the projects in this class. **Students who are not doing their group work can be voted off of their groups and may have to complete the entire project on their own or may fail the assignment.**

Documentation Styles: I will introduce you to in-text, parenthetical documentation early in the semester and require this documentation convention throughout the

course. Students will learn and utilize the American Psychological Association (APA) form of documentation throughout the course.

Because much of the course is founded on research and the use of primary and secondary sources, checks on inadequate documentation, or using exact language from a source without quotation marks and scholarly citation are necessary as part of the learning process. Instructors fully explain the nature of inadequate documentation early in the semester and thereafter continually monitor assignments that require the use of primary and secondary sources.

It is important to realize that the most important words in a paper are yours, not those of the supportive research. You should strive always to draw inferences from research material and weave into projects their reaction and evaluation of source material. One of the worst things you can submit to peer groups or instructors is a “patchwork”—that is, a project that simply links a series of quotations or paraphrased sentences that is followed by citation or footnote numbers.

ADA: The *Americans with Disabilities Act* requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. When students suspect they have a disability and need an accommodation, they should contact the Disabled Student Services Office (DSSO) at 747-5148 or dss@utep.edu. The DSSO is located in Room 106, Union East Bldg. Students are responsible for presenting the instructor any DSS accommodation letters and instructions.

Nature and Time Spent on Course: Although this is a required course for all students at UTEP, it is not an easy course. The course intends to help students develop a wide variety of strategies for communicating in a variety of media. To succeed in this course requires dedication and focus.

Be sure to 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, you would spend 6 hours doing researching and writing each week. However, remember that the class only meets with the instructor and classmates for 1.5 hours a week. Therefore, add the additional 1.5 hours to the 6 for a total of 7.5 hours. During some weeks students may work more; some weeks they may work less. However, keep this average in mind. **The online portion of the course is just as important as the face-to-face portion!**

Office Hours: My office hours are mentioned at the top of the first page on the syllabus. If that time is not convenient for you, we can set up a time in the University Writing Center or on Facebook chat that is mutually convenient (preferably at least 24 hours in advance). If we do set up an appointment, I give a fifteen-minute grace period. After that, you are considered having missed the appointment. If you make a habit of missing appointments, I reserve the right to refuse a meeting with you. If you are running late, please call the University Writing Center at 915-747-5112.

E-mail: Audience is a huge component of rhetorical communication. So when you contact me through e-mail, you should have a proper salutation (“Dear Mr. Wynne,” “Mr. Wynne”), the e-mail should be written in a professional tone (avoid the “IM” language), and you should close with your name. If your e-mail does not follow this format, I will not respond to it. I will respond to all e-mails within 24 hours, except for on weekends. All e-mails should be sent through my Facebook e-mail.

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Comment [4]: This was the first semester I experimented with requiring students to write e-mails in a professional format. I would need to provide an example in future syllabi, as a small number of students did not follow this structure. I also concluded that e-mailing through Facebook inhibited students’ abilities to write to a professional audience, so this was the last semester I used it.

VII. Course Calendar (may be subject to change). Readings will be assigned each week for the following class sessions.

Calendar	Assignment
1/23	Introduction to class, review of syllabus. Begin discussion on topic for the semester and Genre Analysis.
1/30	Genre Analysis Matrix due to me at 11:30 p.m. Genre Analysis draft due to me and Minerwriter Friday, 2/3 at 11:30 p.m.
2/6	Begin Literature Review Research Report. Genre Analysis draft returned. Be sure to check MinerWriter for comments.
2/13	Literature Review discussion. Genre Analysis Final Draft due to Minerwriter 2/17 at 11:30 p.m.
2/20	Research Questions/Citation Analysis Matrix due 2/20 at 11:30 p.m.

2/27	Literature Review discussion. Literature Review first draft due to me and Minerwriter 3/2 at 11:30 p.m.
3/5	Literature Review discussion.
3/19	Advocacy Website discussion. Literature Review/Primary Research Report Final Due to Minerwriter 3/23 at 11:30 p.m.
3/26	Begin Documentary.
4/2	Documentary Discussion. Argumentative/Advocacy Outline for Documentary Film Project Due 4/6 at 11:30 p.m.
4/9	Documentary continued.
4/16	Documentary continued. Documentary Due to Minerwriter 4/20 at 11:30 p.m.
4/23	Documentary Due. Begin Online Opinion Piece.

	Begin discussion of Presentation.
4/30	Documentary Presentations. Additional Office Hours for Online Opinion Piece.
Finals Week	Advocacy Website due 5/11 at 10 a.m.