Course Number: ENGL 1302

Course Name:

Rhetoric & Composition II: Credibility & Writing in the Era of Fake News

INSTRUCTOR INFORMATION

Instructor: Randall W. Monty, PhD.
Office Hours:
  Edinburg: ELABS 274; T 11:00am-noon, R 10:00am-noon
  B’ville: Writing Center, Library 3.206; W&F by appointment
  Synchronous online: Google Hangouts, email to set up an appointment
  Asynchronous online: Email & Twitter DM, any time
Office Telephone: 956-665-3335 (this is a shared phone line, so be sure to email)
E-mail: randall.monty@utrgv.edu
Twitter: @rwmonty
Google Drive & Hangouts: rwmonty@gmail.com

Response Time:
Generally, I will respond to all asynchronous communication within 48 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support.

I will update grades each time a grading session has been complete—typically five days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

COURSE DESCRIPTION

“Dishonesty in government is the business of every citizen. It is not enough to do your own job. There’s no particular virtue in that. Democracy isn’t a gift. It’s a responsibility.”- Dalton Trumbo

Your job is not about to get any easier. In the context of this class, “job” refers to your role as a thoughtful and curious student. And by “easier,” I mean that the level of hard work you’re accustomed to doing in order to justify and support your claims may no longer be sufficient for making a convincing argument, even - or, indeed, in spite of - the fact that you are developing expertise in your chosen field.

This is because you now live in the Era of Fake News, a time when disingenuous agents and groups proffer false reports in order to support selfish and cynical goals. This era is also defined as one when citizens, including elected officials, refuse to believe disciplinary
experts when those experts’ opinions do not align with their predetermined and partisan ambitions. Trusted social media networks are increasingly being revealed as mechanisms whose primary functions are to collect user data in order to maximize ad revenue and investor returns. Even once-respected major news outlets have been reduced to pawning off false equivalencies as they chase profits and page views instead of facts and truth. Institutions of education are not exempt from these trends, unfortunately, as the interests of private industry are increasingly influencing decisions made by and on behalf of educational institutions and the students that attend them.

What’s more, there are too many folks out there who will discount what you have to say based solely on how you say it. This goes for language, accent, rhetorical approach, and mode of composition. It’s not easy to isolate precisely why these biases exist, but elements of race, ethnicity, class, age, among other things, do factor into the equation.

But there are things you can do to fight back. Vote for candidates and support policy decisions that reflect your interests without causing harm to others. Learn not only your discipline and how to communicate within it, but learn how other stakeholders perceive of it and how to best communicate with those stakeholders. Read dystopian YA novels as if there were instructional manuals. Resist falling for plutocratic authority. Hack things. Above all, as far as this course is primarily concerned, be sure that you know what you’re talking and writing about, and then learn to make your claims with authority and confidence.

Our major objective for this class will be learning how to develop thoughtful questions of inquiry, find supporting resources related to our self-selected topics, analyze and vet those sources for credibility and usefulness, compose informed arguments in our writing, and reflect on our own praxes. It is not easy work, but it is important work.

Prerequisite

English 1301: Rhetoric & Composition 1 (or equivalent)

DETAILS & EXPECTATIONS

Course Topics & Themes

The course topics and objectives for English 1302: Rhetoric & Composition II have been developed to help you learn and improve as a college writer and researcher. Those topics and objectives include: developing a writing process, writing with clarity and purpose, and evaluating and using secondary scholarly sources.

In addition, there are other themes that will guide our work in this course section. One of these is “mobile and social writing,” which invites us to explore how experiences with different modes of composition can help transfer and influence our writing in other contexts. Another will be “credibility,” which you may recall from your English 1301 class as framed through the concept of ethos. In that class, we’ll interrogate this term in order to better understand how certain sources are considered more credible than others. Your individual research topic for this class will be an extension or interpretation of one or both of these themes.
Preparing Yourself to Work

Your thoughts, ideas, and interpretations are your valuable contributions to this class. Be on time for the start of each class meeting, and bring your course reading notes and anything you need to do your writing work to class every day. If we start an activity and you don’t have the necessary materials, or if you are excessively tardy, you won’t be able to constructively contribute to the work, and you may not receive credit for that portion of that assignment.

Accessibility

This class is designed with the goal of providing accessibility for all students. If you have a documented condition or (dis)ability that may make it difficult for you to carry out the work as we have outlined and/or you need special accommodations or assistance because of a disability, please contact UTRGV Student Accessibility Services at ability@utrgv.edu to schedule a consultation. Appropriate arrangements and accommodations can be made. Verification of disability and processing for special services, such as note takers, extended time, separate accommodations for testing, is required and will be determined by SAS. Additionally, I am willing to work with you to help make this class meet your needs, so long as you feel comfortable in this regard.

Support Services

This is a writing intensive course, and writing is a collaborative process - even if you’re writing will be, for the most part, individually assessed. Fortunately, the UTRGV Writing Center offers tutoring, instruction, and support for all things writing based. Best off, it’s free (or, more accurately, you’ve already paid for it). It can be found in STAC 3.119 (Edinburg) and UBLB 3.206 (Brownsville). In addition to face-to-face consultations, the Writing Center offers feedback through Skype meetings and asynchronous consultations. Contact the Writing Center at wc@utrgv.edu for more info.

For those aspects of life that cause you difficulty or pause, or that otherwise interfere with your learning work, UTRGV offers counseling services for all of its students. Balancing work, personal life, and school can be stressful, so seek support as it’s needed. You can reach the UTRGV Counseling service at counseling@utrgv.edu.

Rhetorical Writing

Through in-class and online discussions, we will investigate a variety of concepts and theories from foundational and emergent Rhetoric & Composition scholarship incorporated and organized to help you develop your individual writing process. These include, as examples, invention, evaluation of sources, revision, and reflection. Although no single writing process and concept will apply to all contexts, the assignments in this course are built for transfer. In other words, with some modification, you should be able to apply your writing process to a variety of writing projects and assignments. These concepts will lead us as we critically analyze and produce different types of writing, primarily through in-class discussion and exercises derived from the assigned reading resources.
Writing, Revision, Feedback

It shouldn't come as a surprise to find out that successfully navigating this class will involve a lot of writing on your part. Upper division courses are like that. Through composing in a variety of modes, that you will be able to articulate your ideas to a wide range of audiences. Our writing will also serve an epistemological function – writing isn't just how to show what you've learned, but it is the exacting process through which you create meaning. Thought of another way, you learn by writing.

One of my main goals when I teach is to help students develop a sense that writing is a work of process. That is, impactful writing begins well before you type your first word of a given composition, and it continues until well after you've typed your last. In order to cultivate an effective writing process, you should expect to meet with me and your peers, individually and in small group, at various points during the semester, to discuss your writing work. While I will not assign grades to each stage of the writing process, you will be required to rethink and revise parts or all of every piece of writing based on the feedback you get. As you work on your drafts, you will need to keep track of the feedback you receive, as well as the revision and editing changes you make, with each successive draft. In doing so, you will create a track record of your work that spans the entire course and semester. This track record will be submitted at the end of the semester as your research project portfolio.

In spite of our better efforts, it can be difficult to estimate your course grade throughout the semester. If you’d like to have an idea of where you stand after you've completed a substantial amount of writing and revision, please make an appointment to meet me outside of class, and I will review your work with you and give you a better sense of where you are, grade-wise. It will be entirely your responsibility to set up a meeting if you’re curious or concerned, and it’s important that you not wait until the last week or so to start asking about grades. At that point, it will likely be too late for you to do what needs to be done to significantly raise your overall course grade.

*I don’t want to have to mention this last point, but you can probably infer why I feel inclined to do so:* Appeals for extra-curricular grade changes will not be heard. This goes especially for changes made after final grades have been submitted.

Course Readings, Discussions

This is a writing-and-reading-intensive college course, and as such, you will be expected to read and respond to a considerable amount of scholarly and popular media, and then to contribute to discussions related to these readings. Simply scanning over an assigned reading will not be sufficient; rather, you will be expected to thoroughly peruse each assigned reading, take copious notes, and prepare yourself to talk about, question, and respond to what you have read.

All assigned readings for this course will be free and easy to access (via the course wiki)... so you got that going for you. If at some point you are asked to assign a supplemental reading to the class, you should be sure to prioritize accessibility along with disciplinary usefulness.

Each assigned reading must be completed by the start of the class specified in the course home page, which is available on the wiki. (Consider the calendar a rough guide.) This goes...
for whole group and hybrid course meetings, both synchronous and asynchronous. Most frequently, we will meet and discuss the course readings during the regularly scheduled class time. In addition, we will often meet online (via the course wiki). At times, we may meet in some other campus space entirely.

**TEXTBOOK & COURSE MATERIALS**

**Required Text**


This is the same book you got for English 1301.

**Recommended Texts & Other Readings**

All other assigned readings will be freely available via the course Blackboard space.

**COURSE OBJECTIVES**

The course topics and objectives for English 1302: Rhetoric & Composition II have been developed to help you learn and improve as a college writer and researcher. Those topics and objectives include: developing a writing process, writing with clarity and purpose, and evaluating and using secondary scholarly sources.

In addition, there are other themes that will guide our work in this course section. One of these is “mobile and social writing,” which invites us to explore how experiences with different modes of composition can help transfer and influence our writing in other contexts. Another will be “credibility,” which you may recall from your English 1301 class as framed through the concept of ethos. In that class, we’ll interrogate this term in order to better understand how certain sources are considered more credible than others. You individual research topic for this class will be an extension or interpretation of one or both of these themes.

Upon completion of the course the student will be able to:

- **A.** Use the writing process to compose with purpose, creating multimodal texts for various audiences. (corresponds with THECB Communication Objectives 1, 2, 3)

- **B.** Productively interact with their peers, often in small groups, in the reiterative processes of feedback, revision, and editing. (corresponds with THECB Communication Objectives 1, 4)

- **C.** Think critically about their position in the context of a larger ongoing conversation about the issues they are investigating. (corresponds with THECB Communication Objectives 4, 5)

- **D.** Find, evaluate, meaningfully integrate, and correctly document appropriate sources for research. (corresponds with THECB Communication Objectives 5, 6)
E. Be aware of the choices writers make and gain confidence in their ability to employ that awareness for a variety of future writing tasks. (corresponds with THECB Communication Objectives 1-6)

COURSE ORGANIZATION & TOOLS

Course Structure:

This course is listed as a Reduced Seat (also known as a Hybrid course). A Hybrid course, defined by the Texas Higher Education Coordinating Board, is a “course in which a majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when the students and instructor(s) are not in the same place.” The goal is to join the best features of in-class teaching with the best features of online learning to promote active independent learning and to reduce class seat-time.

Online work and materials will be provided through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the My UTRGV site and under applications click on Blackboard Learn.

This course is broken down into three units consisting of five modules each (for a total of 15 modules). Each module will correspond with a new calendar week during the semester. Weeks, for the purposes of this class, begin on Monday mornings and end on Sunday nights.

Unit 1 will be all about immersion. During this unit, we’ll read into the critical and pedagogical theory that will help us discuss, research, and write about the disciplinary concepts of rhetoric & composition, as well as your individual topics. We’ll also begin the invention processes for your individual research projects, including collecting and coding data from your everyday and academic writing.

In Unit 2, the focus will shift to developing your research projects. This will include collecting further information through primary and secondary research, and writing, providing/receiving peer feedback, and revising.

Finally, for Unit 3, we’ll complete our research projects, including learning strategies for editing and publication. We’ll also create public documents related to our projects so that our research will reach more varied audiences and have broader impacts.

Whole Group Expectations:

During our traditional, face-to-face class meetings, you be expected to participate in all discussions and activities, including sharing drafts of your work. You should come to each whole group meeting with questions, concerns, and ideas about the readings and assignments.

Online Expectations:

The online work for this course will consist of three main things: completing assigned readings and discussing those readings with your peers; completing individual activities such as quizzes and other assignments; and, of course, writing.
Small Group Expectations:
Occasionally throughout the semester, we will meet in small groups to discuss our research projects and provide feedback on drafts. Before small group meetings, you will be expected to read and comment on your peers’ drafts. During the meetings, you will be expected to discuss your peers’ drafts and to take notes while your peers discuss your draft.

Individual Consultation Expectations:
Twice during the semester, you will be required to meet individually with your instructor. For the first meeting, we will discuss your plans for your research project and help you develop a schedule for completing your work. For the second meeting, we will discuss how to move your drafted project to completion, and then we will plan how to modify your scholarly essay into a public document.

CompoCon Expectations:
The Writing Program has three CompoCon experiences planned for English 1302 students this semester that you will be required to attend. First, you will participate in information research sessions at the UTRGV Library. Next will be the massive all-group event where you will get the class to interact with other 1302 students and instructors. Finally, will be the expo, where you and other 1302 students will present your public documents.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums
You will find the following discussion forums in the course Blackboard site:

- **The Class**: Post any questions or comments you may have about course mechanics or technical issues to this forum. I’ll check this section regularly, so if you have a questions about the class or an assignment, post it here—chances are, you won’t be the only one that wants to know.
- **The Outside World**: Share information and discuss things that are interesting to you and your classmates but that might not be as relevant to the class.
- **Forums related to readings and discussion assignments, as described in Learning Module sections.**
- **Other forums as appropriate for the course.**

Forums versus Email & social media
Of course, if you’ve got a question about the course that you feel is specific to your work or that is more personal in nature, you can always contact me individually. If you’ve got a longer question, or if you’re sending a draft to comment on, use UTRGV email. If you’ve got a quick question, you can contact me via Twitter DM or Google Hangouts chat.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post
comments following the completion of discussion indicating my general impressions of the
comments and conclusions.

**TECHNICAL REQUIREMENTS**

Computer Hardware

In order to participate in this course, you should have easy access to a computer with high-speed internet connection.

For whole group, small group, and individual meetings, I implore you to bring your web-enabled devices, including laptops, smart phones, and/or tablets. We’ll use these devices to interact with one another, to take notes, to research, and to compose original content for class. (Sometimes, we’ll put the devices away in order to reinforce the rhetorical aspects of the shared classroom space.)

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications, including Web 2.0, cloud, and social media, as well as have the ability to send and receive email attachments.

Software

- Updated web browser (Mozilla Firefox or Google Chrome); multimodal software (Adobe Flash, QuickTime); and PDF reader (Adobe Reader, PDF Xchange)
- Composition software, such as Microsoft Office, Apple suite, Google Drive
- Digital image manipulation software, such as Photoshop, GIMP, or Paint.NET
- Pin drive and access to a cloud drive, like OneDrive (via myUTRGV), Google Drive, or Dropbox

Technical Assistance

Blackboard Support: If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Visit the Blackboard Student Help Site
- Submit a Support Ticket
- Help Contact Information (UTRGV’s Blackboard Support):

<table>
<thead>
<tr>
<th>Campus</th>
<th>Brownsville</th>
<th>Edinburg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Rusteberg Hall Room 108</td>
<td>Education Building Room 2.202</td>
</tr>
<tr>
<td>Phone (24/7 Support)</td>
<td>956-882-6697 or 956-882-6792</td>
<td>956-665-5327</td>
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TOPIC OUTLINE/SCHEDULE

**Important Note #1 – Assignment Descriptions:** Activity and assignment details will be explained in detail within each week’s corresponding weekly content area. If you have any questions, please contact your instructor.

**Important Note #2 – Readings:** Open-source readings that are available online are linked from the syllabus. All other readings are available via the course Blackboard.

**Important Note #3 – Changes to the Syllabus:** This syllabus represents a plan for this semester. While the rules and regulations will remain consistent, individual assignments and dates may be modified depending upon the individualized nature and progression of this course section. If you’ve made it this far into the syllabus, please email me a picture of a dog doing something funny.

<table>
<thead>
<tr>
<th>Module</th>
<th>Meetings</th>
<th>Topics</th>
<th>Activities</th>
<th>Reading &amp; Multimedia</th>
</tr>
</thead>
</table>
| 1: Jan. 16-21 | Whole Group: TR Online | Gaslighting Social media, everyday writing, & composition | Whole Group Discussions | Buck, "Facebook, Instagram, Twitter, Oh My! Assessing the Efficacy of the Rhetorical Composing Situation with FYC Students as Advanced Social Media Practitioners"
Duca, "Donald Trump is Gaslighting America"
Jacobs, "Texting Erodes Writing Skills? R U Kidding Me?"
Stewart, "No, We're Not Teaching Composition 'All Wrong'"

| 2: Jan. 22-28 | Whole Group: TR Online | Textisms Questions of Inquiry Data | Social Media Writing Journal Quiz #2 | Grace, Kemp, Martin, & Parrila, "Undergraduates’ attitudes to text messaging language use and intrusions of textisms into formal writing"
Jacobs, "Texting Erodes Writing Skills? R U Kidding Me?"
Stewart, "No, We're Not Teaching Composition 'All Wrong'"

| 3: Jan. 29-Feb. 4 | CompoCon Online Individual | Finding facts online Bullshit | Questions of Inquiry Social Media Writing Journal | Cadwalladr, "Google, Democracy and the Truth about Internet Search"
Inskeep, "A Finder's Guide to Facts"
<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Group</th>
<th>Activity</th>
<th>Focus Area</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Feb. 5-11</td>
<td>Whole Group: TR Online</td>
<td>Worknets Citation</td>
<td>Personal worknet</td>
<td>Pennycook, Cheyne, Barr, Koehler, &amp; Fugelsang, &quot;On the reception and detection of pseudo-profound bullshit&quot;; Roberts-Miller, &quot;Conspiracy Bullshit&quot;</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 12-18</td>
<td>Whole Group: TR Online</td>
<td>Coding data Methodology</td>
<td>Social Media Writing Journal Essay early draft</td>
<td>Buck, &quot;Facebook, Instagram, Twitter, Oh My! Assessing the Efficacy of the Rhetorical Composing Situation with FYC Students as Advanced Social Media Practitioners&quot;; Grace, Kemp, Martin, &amp; Parrila, &quot;Undergraduates’ attitudes to text messaging language use and intrusions of textisms into formal writing&quot;; Mueller, &quot;Mapping the Resourcefulness of Sources: A Worknet Pedagogy&quot;</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 26-March 4</td>
<td>Online</td>
<td>Methodology Review of Literature</td>
<td>Methodology rough draft Review of Literature rough draft</td>
<td>Guerrero, &quot;Research&quot; (W&amp;D, pp. 1005-1006) Student-selected secondary sources</td>
</tr>
<tr>
<td>8</td>
<td>March 5-11</td>
<td>Whole Group: T CompoCon Online</td>
<td>Peer feedback Revision</td>
<td>Methodology revised draft Review of Literature revised draft</td>
<td>Student-selected secondary sources</td>
</tr>
<tr>
<td>SB</td>
<td>March 12-18</td>
<td>None</td>
<td>Be safe, relax</td>
<td>Be safe, relax</td>
<td>Catch up on your assigned and self-selected readings</td>
</tr>
<tr>
<td>9</td>
<td>March 19-25</td>
<td>Online Individual</td>
<td>Results</td>
<td>Results rough draft Data reflection</td>
<td>Charlton, &quot;The Reflective Essay&quot; (W&amp;D, pp. 959-961); Hebbard, &quot;Data Analysis&quot; (W&amp;D, pp. 1007-1008) Student-selected secondary sources</td>
</tr>
<tr>
<td>10</td>
<td>March 26-April 1</td>
<td>Whole Group: T Online</td>
<td>Analysis</td>
<td>Analysis rough draft</td>
<td>Buck, &quot;Facebook, Instagram, Twitter, Oh My! Assessing the Efficacy of the Rhetorical Composing Situation with FYC Students as Advanced Social Media Practitioners&quot;; Grace, Kemp, Martin, &amp; Parrila, &quot;Undergraduates’ attitudes to text messaging language use and intrusions of textisms into formal writing&quot;</td>
</tr>
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</table>
11: April 2-8
Whole Group: T Online
Peer feedback Revision Results Analysis
Results revised draft Analysis revised draft
Mueller, "Mapping the Resourcefulness of Sources: A Worknet Pedagogy"
Wardle & Downs, "Genres: Writing Responds to Repeating Situations through Recognizable Forms" (W&D, pp. 17-24)

12: April 9-15
Whole Group: T Online
Introduction Conclusion
Introduction rough draft Conclusion rough draft
Ramirez, "Genres" and "Moving Beyond Genre as Category" (W&D, pp. 990-994)

13: April 16-22
Whole Group: T CompoCon Online
Peer feedback Revision
Introduction revised draft Conclusion revised draft
Charlton, "The Research Paper" (W&D, pp. 948-952)
Guerrero, "Revision" (W&D, p. 1014)

14: April 23-29
Online Individual
Publication
Finalize research essay

15: April 30-End
Whole Group: T Online
Reflection
Course reflection

**GRADING POLICY**

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<tr>
<th>Graded Course Activities</th>
<th>Assessment Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Research Project</td>
<td>Online</td>
<td>300</td>
</tr>
<tr>
<td>Public Document</td>
<td>Online</td>
<td>100</td>
</tr>
<tr>
<td>Reflections</td>
<td>Online</td>
<td>60 (30 each)</td>
</tr>
<tr>
<td>SMWJ &amp; Data</td>
<td>Whole group, Small group</td>
<td>100</td>
</tr>
<tr>
<td>Discussions</td>
<td>Whole group, Online</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes (4)</td>
<td>Online</td>
<td>40 (10 each)</td>
</tr>
<tr>
<td>In Class Participation</td>
<td>Whole group, Small group, Individual</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1000</strong></td>
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</table>

You may have noticed that the possible points for the assignments and activities listed in the section above add up to more than 100 points. In fact, there will be a total of 1000 possible points available to you over the course of this semester, and this move has more meaning than simply adding a zero. What this change does is provides me with a better way to organize and track student performance, while providing you with a greater assurance that you will be assessed and credited for each task you are asked to complete. Additionally, this system helps ensure that individual assignments are valued to be commensurate with the work required to complete them. In other words, assignments that require more time and effort are worth more points.

In order to ensure that you receive proper credit for your day-to-day efforts in this course, I will periodically evaluate everything else you do for class (reading responses, workshops,
in-class writings, blog posts & comments, homework, etc.), and you will earn points based on participation.

This approach will also allow us to more easily gauge how you're doing in different areas of the course and how you can improve on that work. At the end the semester, there will be a total number of possible points, which may be lesser or greater than 1000. Your specific grade will be determined by what percentage of the total points you have accumulated. For example:

- A = 900-1000
- B = 800-899
- C = 700-799
- F = Below 700

On the off-chance that we end up doing more or less work than listed here (it’s a possibility), your grade will reflect the corresponding grade according to a percentage of the available points.

Bonus points will not count towards the available point total but will count towards your individual total.

**Late Work Policy**

Late work makes life hard for all of us (you, me, your peers, the program, the department, the institution, the local flora and fauna, etc.), so you should expect and prepare to turn in all assignments by their due dates. Assignments submitted after their due dates may not be accepted. If you know of an upcoming absence, make arrangements to complete and turn in your work early. The hybrid nature of this course allows for some flexibility with regards to participating in class, even when a student is not physically present, but persistent tardiness will only inhibit learning and performance.

**Viewing Grades in Blackboard**

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the **My Grades** link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been complete—typically **five** days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

**COURSE POLICIES**

**Participation**

Online:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for
discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.

- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.

- Be aware of and keep up with the Course Schedule in the Syllabus.

In Class:

- Be prepared for in class activities by going over your assigned materials prior to coming to class.

- Participate in in-class activities to the best of your ability.

- Group Projects: How well your team does—and how well you do—depends on all the team members working cooperatively.

Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use person-first, non-racist, and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

Netiquette

Students are expected to conduct themselves in a professional manner during in class and online interactions. Netiquette describes the code of conduct for online activities. It ensures respect for others and prevents misunderstandings or unintentional offenses to others. The netiquette described here is amended to ensure your success in this course.

- When you are typing or submitting a response, avoid using all capital letters (caps). Caps is equal to SHOUTING YOUR MESSAGE.

- Although it is customary to use acronyms (ex. ROFL - rolling on floor laughing, BTW - by the way, or FYI - for your information) when texting online, avoid using these in your class communication.

- Although you are encouraged to participate and ask questions, it is asked that you do not spam other users (SPAM refers to unwanted or excessive email). Before sending mass emails, consider using the discussion board to post general inquiries or requesting assistance from your instructor.

- Students are encouraged to comment, question, or critique an idea but students are not to attack an individual. It is important to foster a safe learning environment.

In order to ease the peer review and submission processes, please use a font and text size that will make it easier for your readers to print and respond to your work. Additionally,
when submitting drafts to your instructor, please save and submit your rough drafts in one of the following formats: DOC/DOCX, RTF, or shared via Google Docs.

Submitted final drafts should be saved as PDF, JPEG, or some other final and universally accessible format.

When you save your drafts, use the following naming convention: UTRGV username (your email address before the @ sign), short name for the assignment, due date
For example: randall.monty01 rough draft 03.17.18

You will earn individual scores and a cumulative grade based on your work. Quantity, while important, is not a substitute for quality. In other words, simply completing an assignment will not guarantee a certain result – you must produce work befitting a college-level student.

UTRGV Policy Statements

ADDITIONAL OBJECTIVES

Departmental Goals: Student Learning Outcomes for English (SLOs)
- SLO1—Students will articulate the historical, theoretical, cultural, and/or personal significance of language and literature.
- SLO2—Students will analyze and interpret a variety of texts, using a range of theoretical approaches and disciplinary modes of inquiry.
- SLO3—Students will demonstrate a broad and foundational knowledge of the traditions of American, British, Ethnic, and/or World literatures by critically situating specific works of literature within these traditions.
- SLO4—Students will write coherently and demonstrate a consistent use of the conventions of a variety of genres, including, but not limited to, the academic essay.
- SLO5—Students will apply appropriate research methodologies to understand and/or illuminate specific questions about language and literature.
- SLO6—Students will demonstrate information literacy through the use, analysis, and evaluation of appropriate resources, including, but not limited to, those found in electronic databases and websites.
- SLO7—Students in certification tracks will demonstrate knowledge and skills in the areas of writing, literature, reading, oral communication, media literacy, and English language arts pedagogy.

Texas Higher Education Coordinating Board Exemplary Objectives for Communication
- To understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- To understand the importance of specifying audience and purpose and to select appropriate communication choices.
- To understand and appropriately apply modes of expression, i.e., descriptive, expositive, narrative, scientific, and self-expressive in written, visual, and oral communication.
- To participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
• To develop the ability to research and write a documented paper and/or to give an oral presentation.

STUDENTS WITH DISABILITIES:
If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. Edinburg Campus: Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:
Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Course evaluations will be available April 2 – May 11.

ATTENDANCE:
“The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of absences. When, however, 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 may drop the student from the class with a grade of ‘DP’ or ‘DF’ (HOP 5.2.4).

If a student is absent for any combination of more than three (3) whole group class days, hybrid assignments, or group or individual meetings, they will have difficulty passing the course or earning a high final grade. If these absences occur prior to the university's stated drop date, the student may be dropped from the class.

SCHOLASTIC INTEGRITY: (department approved)
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; 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; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

If you have questions about whether your use of other sources (such as books, websites, friends, writing center tutors) is fair or not, please ask before turning in the work that you have a question about.
SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:
In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS:
According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.