

RHETORIC AND WRITING STUDIES

RWS 1301

CRN: 22839

TIME/DAYS: MWF 9:30 – 10:20 AM, UGLC 236



INSTRUCTOR INFORMATION:

Angelica Valadez

E-mail: amvaladez@utep.edu [E-mails should include your full name and class meeting days/time and written in professional format/language]; example provided below:

Hello Professor Valadez –

My name is Florence Itzel and I am in your RWS 1301 class at 9:30 on MWF. I would like to schedule a meeting to go over some questions about Module 1. Please let me know what works for you.

Thanks,
Florence Itzel

Office hours: M – 10:30-11:15 AM @ Writing Center; W – 8:30-9:15 AM by appointment

PROGRAM OVERVIEW:

At UTEP, the First-Year Composition (FYC) program in the English department offers two first-year courses that are typically taken as a sequence, RWS 1301— Rhetoric and Composition I and RWS 1302—Rhetoric and Composition II. These courses are intended to help students develop and reflect upon their rhetorical and writing knowledge including awareness of social and racial justice, and the implications of their language choices when they write, based on the understanding that language is never neutral. Therefore, we teach writing as a complex activity through which students are given guidance and often collaborate. Drawing on the rich scholarship of Rhetoric and Writing Studies, we have designed our courses to help students address the challenges of 21st century composing. In these courses, students are empowered to determine the most effective strategies, arrangements, and media to use in different rhetorical contexts.

The FYC program reminds students that the primary purpose of these classes are the learning and practice of writing. The Conference on College Composition and Communication together with the Council of Writing Program Administrators state:

Writing classes teach writing: Principally, writing classes foreground writing itself as a complex, distributed activity premised upon sociality and community formation, processes and materials, flexibility, and ethical communication. Writing classes may involve participants in purposeful interpersonal interactions (discussions and conversations), writing-related activities (peer review, studying features in model texts), and interpreting texts (making meaning individually or together with others); however, the activity of writing itself continues to be central to what a writing class sponsors.
—CCCC and CWPA Joint Statement in Response to the COVID-19 Pandemic

RWS 1301 AND 1302 LEARNING OUTCOMES:

1. Students will reflect on and critically analyze their own language experiences.
2. Students will synthesize information about racial and ethnic biases and other social justice issues and confront these issues in their writing.
3. Students will demonstrate engagement with multiple media sources through their projects, including, but not limited to, digital resources.
4. Students will identify relevant research sources and opportunities from their lived experiences, their campus interactions, and their engagement within their communities.
5. Students will apply knowledge from local communities to research broader social issues demonstrating their critical awareness.

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At the end of these FYC courses, students will be able to:

Critical Thinking and Reading

- * Think, read, and write analytically and reflectively
- * Address specific, immediate rhetorical situations and their effects on individuals and communities
- * Read a diverse range of texts and apply these texts to different audiences, contexts, and situations.

Composing Practices

- * Read and compose in several genres to understand how genre conversations shape and are shaped by readers' and writers' practices and purposes
- * Develop composing processes appropriate to writing style, audience, and assignment
- * Use composing processes and tools as a means to discover and reconsider ideas, generate writing, and make meaning
- * Engage with a community of writers who dialogue across texts, argue, and build on each other's work
- * Develop writing projects through multiple drafts by learning flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing
- * Give, receive, and act on productive feedback from peers and instructors to work on progress

Research

- * Learn to formulate research questions, methods for research, and analyze and synthesize material
- * Develop 21st century technological literacies and modalities needed for researching and composing
- * Locate and evaluate primary and secondary materials, such as: surveys, interviews, observations, case studies, journal articles and essays, books
 - Scholarly and professionally established and maintained databases and archives, and informal electronic networks and internet sources
- * Learn writing strategies for integrating source material into your own work (quoted, paraphrased, and summarized material)
 - Apply research to various genres and cite sources in American Psychological Association Style (APA) or Modern Language Association Style (MLA)

Assessment

- * Use reflective learning strategies to self-assess and understand one's processes and products
- * Collaborate
- * Integrate and act on critical feedback from peers and instructors
- * Understand and examine critically the reasons behind writing conventions in fields and disciplines



RHETORIC AND COMPOSITION (RWS 1301) COURSE DESCRIPTION:

Rhetoric & Composition 1 (RWS 1301) is intended to help students develop and reflect on their rhetorical and writing knowledge including awareness of social and racial justice, and the implications of their language choices, based on the understanding that language is never neutral. RWS 1301 helps students reach their academic and professional goals as writers. Course assignments invite students to explore cultural, political, linguistic, racial, and social issues through topics that appeal to their interests and sense of civic responsibility as members of various communities.

The curriculum consists of these 5 modules.

MODULE 1 – Taking Inventory

- Exploring texts
- Experimenting with multimedia
- Collaborative project on studying texts, authorship, and the idea of composition

MODULE 2 – Autoethnographic Study of Self and Language Experiences

- Language and literacy – relationship to home and language
- Looking back on your linguistic identities
- How do linguistic and cultural experiences affect your ideas about what it means to write in college?

MODULE 3 – Remixing the Self Study

- Adapting to another audience—audience analysis
- Examining an alternative genre –genre analysis
- Composing in a new medium
- Rhetorical analysis

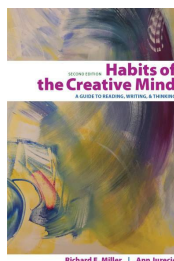
MODULE 4 – Social Issue Investigation

- Identifying an issue of personal and social concern
- Interrogating assumptions, biases, and representations through topic research
- Report with annotated bibliography for future study

MODULE 5 – Visual argument

- Creating infographic, PSA, or alternative visual project
- Presentation of infographics and PSA

REQUIRED TEXTS/MATERIALS:



Miller, R. E., & Jurecic, A. (2020). *Habits of the Creative Mind: A Guide To Reading, Writing, & Thinking*, 2nd Ed.

Available at the UTEP Bookstore.

UTEP First-Year Composition Handbook

E-book available at the UTEP Bookstore

Additional required readings may be posted on Blackboard.

Have the following supplies for class use:

Black/blue/colored pens

Highlighters

Notebook

Stapler

COURSE ASSIGNMENTS/GRADING:

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

Assignments/Grading:

- ★ Critical Responses: 200 points
- ★ Module Essays: 600 points
- ★ Collaborate Collage: 100 points
- ★ Visual Argument/Presentation: 100 points

Critical Responses: Critical responses deal with the required weekly readings. They are in short answer format and meant to assess your understanding and interpretation of said readings. There are 4 responses in total, worth 50 points each.

Module Essays: Modules 1-4 will include an essay. Essays should showcase the main idea of each module. Specific requirements/instructions will be given by instructor, to include pieces of prep work, such as drafts, peer reviews, and an annotated bibliography. All requirements must be submitted in order to receive full credit. Essays worth 150 points each.

Creativity Collaboration: In an effort to practice studying texts and working together, each student will participate in a creative collaboration assignment, which correlates with Module 1. Specific requirements/instructions will be given by instructor, along with the assignment of groups.

Visual Argument/Presentation: In correlation with Module 5, students will create a visual argument and present that visual argument to the class in a presentation format. This argument/presentation will highlight the aspects of Module 5. Specific requirements/instructions will be given by instructor.

COURSE DELIVERY:

This course is taught as a face-to-face class in Spring 2023. The course is designed to engage the student, along with classmates and instructor through classroom meetings and Blackboard (Bb). Most interactions will be held in the classroom, but if necessary, we may use Blackboard Collaborate to meet, if our health is at risk. In order to succeed in the course, you will need to have regular use of the internet and a stable connection. Although you can use the Blackboard App on your phone, it is highly recommended that you compose your work for class, and perform class activities, via a computer. If you don't have a computer or reliable internet at home, the university can help you with resources: **Technology Support - UTEP**. Please speak with instructor immediately if you will need assistance. We want you to have the opportunity to succeed in class without concern about access. There are also computers available for you to use in the library on campus.

Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. If you encounter technical difficulties beyond your scope of troubleshooting, please contact the Help Desk as they are trained specifically in assisting with technological needs of students.

Students can prepare by taking the Blackboard Student Orientation
(<https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html>)

SUBMITTING WORK:

All work will be submitted to instructor in class, unless it becomes necessary to submit work via Blackboard. Specifically, all essays should be submitted in MLA format, unless otherwise stated, and in a RED 2 pocket folder. Work must be submitted in a red 2 pocket folder to receive credit.



LATE WORK:

All course work should be delivered by the dates written in the calendar. As a college student, it's expected of you to organize your time effectively and be responsible with your assignments. Late work causes delays in classwork, along with delays in grading/student progress. Having said this, we're still in a pandemic, and your wellbeing and those of the people you love matter the most. Please communicate with instructor, if you feel as if you won't be able to deliver an assignment on time. Consideration of your situation will be taken into account, however, this will be on a student to student basis and a letter grade will be deducted from the final grade of any late work submission. Failure to communicate with instructor will result in no credit for the missed assignment(s). Communication is key!

CLASSROOM ETIQUETTE/NETIQUETTE:

Debate, critical inquiry, and intellectual diversity are essential elements to higher education and a process of learning. There is the potential, during this course, for controversial and sensitive topics to be discussed, during small group or whole class interaction (whether face-to-face or online), and to surface through discussion board postings. You are expected to demonstrate respect and courtesy for your peers and instructor when they express differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be permitted. Angry displays, whether in writing, online postings, or in class discussions will be handled as disruptions to the wellbeing of the class and responded to as negative participation.

UNIVERSITY AND PROGRAM POLICIES:

FYC Class Attendance Policy:

According to UTEP's Curriculum and Classroom Policies:

The student is expected to attend all classes and laboratory sessions. 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 may drop the student from the class with a grade of W before the course drop deadline or with a grade of F after the course drop deadline.

Please consult UTEP's Curriculum and Classroom Policies for more information regarding Excused Absences for University-Recognized Activities, Absence for Religious Holy Days, and Military Leave.

Attendance is mandatory for all freshman-level courses. Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help students learn to improve their writing, often through the discussion of a sample student project (sometimes the student's, sometimes one written by a classmate).

Face-to-Face Classes:

- ✿ Students are entitled to a single week of unexplained absences without penalty (for example, 3 classes missed in a three-times-a-week class, 2 classes missed in twice-a-week class, 1 class missed in a once-a-week class).
- ✿ After 2 total weeks of absence (not necessarily consecutive classes) the student's grade is lowered by a full letter (A becomes B, etc.).
- ✿ After 3 total weeks of absence (not necessarily consecutive), the student is automatically dropped from class.
- ✿ Missing a scheduled conference with the instructor constitutes an absence.

Hybrid Classes:

- ✿ The attendance policy for hybrid courses aligns with the structure for face-to-face courses with each missed weekly class meeting constituting absence from a week of class.

Online Classes:

- ✿ In an online class, attendance is measured by participation in class activities. The attendance policy for online courses aligns with the structure for face-to-face courses, with each missed week of class activities constituting absence from a week of class.

Drop Policy:

If you cannot complete this course for whatever reason, please contact your instructor. Your instructor can help you with the drop process and you can contact the Registrar's Office. If you do not drop, you are at risk of being dropped by the instructor and possibly receiving an "F" for the course.

ACADEMIC INTEGRITY:

The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of **academic integrity**. 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. Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs. Visit the [Office of Student Conduct and Conflict Resolution](#) page for more information on Academic integrity.

ACCOMMODATIONS:

UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the **UTEP Center for Accommodations and Support Services (CASS)**. Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu.

THE 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. Go to [University Writing Center - UTEP](#) to make an appointment with a writing center consultant.

MILITARY STUDENTS:

If you are a military student (veteran, dependent, active) please visit the [Military Student Success Center](#). I also recognize the complexities of being a student veteran. If you are a student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with university staff who are trained to assist you.

COURSE SUPPORT RESOURCES:

Title IX	915-747-8358	Institutional Compliance
Dean of Students	915-747-5648	Dean of Students
UTEP Health & Wellness Center	915-747-5624	https://www.utep.edu/chs/shc/ studenthealth@utep.edu
UTEP Police Department	915-747-5611	https://www.utep.edu/police/ police@utep.edu
Counseling and Psychological Services	915-747-5302	https://www.utep.edu/student-affairs/counsel/ caps@utep.edu

IMPORTANT DATES FOR SPRING 2023 SEMESTER:

JAN 16 – Dr. Martin Luther King, Jr. holiday; campus closed

JAN 17 – Spring semester begins

MAR 13-17 – Spring Break

MAR 30 – Last day to withdraw with a W

MAR 31 – César Chávez holiday; no classes

APR 7 – Spring study day

MAY 5 – Dead day

MAY 8-12 – Final exams



COURSE SCHEDULE:

The following is a summary of the contents of each week of class. It is subject to change. Any such changes will be announced in class.

Abbreviations – HCM – *Habits of the Creative Mind*; FYC – First-Year Composition Handbook; Bb - Blackboard

Dates:	Readings/Watchlist:	Assignments:
Module 1 – Taking Inventory		
Jan. 16-20	<ul style="list-style-type: none"> o Syllabus/Introductions o “What reading slowly taught me about writing” (in class) 	<ul style="list-style-type: none"> o Read the syllabus o Ask questions! o Discuss “What reading slowly taught me about writing”
Jan. 23-27	<ul style="list-style-type: none"> o Beginning, ch. 2 (HCM) o Paying Attention, ch. 3 (HCM) o Module 1: Taking Inventory - FYC o “dear white america” – Smith (Bb) 	<ul style="list-style-type: none"> o Discuss and explore Smith; bring reading questions to class o Critical response 1 o Thesis check o Assign Collaborative Collage groups
Jan. 30-Feb. 3	<ul style="list-style-type: none"> o Questioning, ch. 4 (HCM) o Exploring, ch. 5 (HCM) 	<ul style="list-style-type: none"> o Module 1 Essay due Jan. 30 o Work on collages o Collaborative Creativity Collage due Feb. 3
Module 2 – Autoethnographic Study of Self and Language Experiences		
Feb. 6-10	<ul style="list-style-type: none"> o Connecting, ch. 6 (HCM) o Organizing, ch. 10 (HCM) o “Names/Nombres” – Alvarez (Bb) 	<ul style="list-style-type: none"> o How do you make sense of what you want to say? o Discuss Alvarez o Critical response 2 o Who are you? questionnaire

Feb. 13-17	<ul style="list-style-type: none"> o Reflecting, ch. 8 (HCM) o Module 2: Autoethnographic Study of Self and Language Experiences - FYC 	<ul style="list-style-type: none"> o Introduction paragraph check on Feb. 13 o Module 2 draft due Feb. 15 o Peer review Module 2 draft o Module 2 Essay due Feb. 17
Feb. 20-24		<ul style="list-style-type: none"> o Crediting outside sources o Library orientation o Critical response 3
Module 3 – Remixing the Self Study		
Feb. 27-Mar. 3	<ul style="list-style-type: none"> o Module 3: Remixing the Self Study - FYC o <i>Atlanta</i> episode 	<ul style="list-style-type: none"> o Watch/discuss episode; bring watch questions to class o Critical response 4 o Research
Mar. 6-10		<ul style="list-style-type: none"> o Outline check on Mar. 6 o Module 3 draft due Mar. 8 o Peer review Module 3 draft o Module 3 Essay due Mar. 10
Mar. 13-17	Spring break	
Module 4 – Social Issue Investigation		
Mar. 20-24	<ul style="list-style-type: none"> o Working Deliberately, ch. 7 (HCM) o Module 4: Social Issue Investigation - FYC 	<ul style="list-style-type: none"> o Get fired up – free write o Finding your topic o Topic approval on Mar. 24
Mar. 27-31		<ul style="list-style-type: none"> o Discuss Annotated Bibliographies o Research
Apr. 3-7		<ul style="list-style-type: none"> o Annotated Bibliography due Apr. 3 o Partner review Annotated Bibliography o Workshop draft
Module 5 – Visual Argument Assignment		
Apr. 10-14	<ul style="list-style-type: none"> o Speculating, ch. 11, HCM o Module 5: Visual Argument Assignment - FYC 	<ul style="list-style-type: none"> o Module 4 Essay due Apr. 10

		<ul style="list-style-type: none"> o Discuss creating infographic, PSA, or alternative visual project o Visual Argument Plan due Apr. 14
Apr. 17-21		<ul style="list-style-type: none"> o Discuss plan with instructor
Apr. 24-28		<ul style="list-style-type: none"> o Presentations
May 1-5		<ul style="list-style-type: none"> o Student progress; presentation grades
May 8-12		<ul style="list-style-type: none"> o Final exams