

Rhetoric and Writing Studies RWS 1302

CRN: 22163, T 7:30-8:50 AM, UGLC 232



Instructor Information:

Name: Angelica Valadez

Email: amvaladez@utep.edu/Bb Messages - Expect a response within 24 hrs., typically much sooner as I check e-mails/messages daily/regularly until 6 PM. I do not check e-mails/messages after 6 PM or on Sundays. E-mails/messages should follow the guidelines provided under E-mail etiquette.

Office Hours:

- T - 9 – 10 AM @ University Writing Center (Library 227) - Students do not need to make a Writing Center appointment to participate in instructor office hours. Feel free to stop by at your convenience. When you arrive, just let the person at the front desk know you are looking for your instructor.
- W – 10:30 AM – 12 PM available by appointment in person @ UWC or virtually via Zoom - Students should arrange an appointment (24 hr. notice) with instructor to participate in scheduled appt. office hours.
- If these days/times do not correlate with your schedule, please reach out and we can arrange a meeting.
- Campus responsibilities may come up and interrupt set office hours. If this occurs, I will inform students in class/on Bb as to cancellations/ revised office hours.

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 1 and RWS 1302—Rhetoric and Composition 2. 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

And we are...

The First-Year Composition Program is geographically and discursively situated in the US-Mexico borderland and offers a binational and transnational experience through culture, language, and knowledge. We are committed both to learning from students and to building our program in a way that honors what they bring with them into the classroom and encourages them to make their voices heard in the university and beyond. Our vision is to collectively journey toward the practice of self-reflexivity, listening carefully and empathically to the ideas and experiences that challenge our thinking, and to engage various rhetorical practices and genres of traditional and non-traditional writing. The program's curriculum design encourages students to imagine the possibilities of speaking, listening, and being heard through different literacies and compositions. We invite students to explore topics from local, global, and disciplinary contexts that matter to them while learning effective writing skills and being mindful of their own situations and audiences.

RWS 1301 & 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.

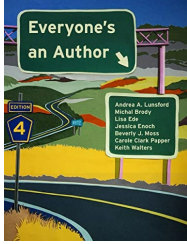
Rhetoric & Composition 2 (RWS 1302) Course Description

Rhetoric & Composition 2 (RWS 1302) aims to develop further students' rhetorical and critical thinking skills in order to facilitate effective written communication in educational, professional, and social contexts. Effective communication is based on awareness of and appreciation for diverse language practices as well as knowledge specific to subject matter, genre, rhetorical strategy, racial and social justice, and writing processes.

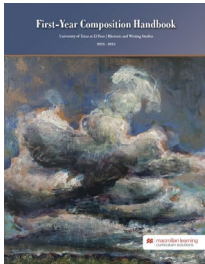
The curriculum consists of these 5 modules:

1. **Community Engagement Proposal:** Students will explore issues and concerns in their communities (home, place of worship, civic, work, school) and will identify a problem connected with the community that they wish to study. Students will explain how their own interests, goals, and values align with the organization or agency's mission. This paper will take the form of a proposal or memo.
2. **Community Genre Analysis:** Students will identify two distinct texts in different genres (written, visual, and/or oral) created by their organization or related to their selected issue. Students will write an explanatory genre analysis of the two texts and how they operate rhetorically. Students will engage in peer review activities during the writing process.
3. **Local Fieldwork:** Students will identify a social, political, or ethical issue related to their local community or partnering agency. As part of this assignment, students will generate research questions pertaining to the topic and their inquiry. Local research may include field observations, consulting local and primary sources, collecting surveys, and conducting interviews.
4. **Broader Community Study:** The broader community study will build upon students' local research, extending it into a broader inquiry. Students have the option to change their focus. This project will incorporate secondary research in order to examine the societal impact of their chosen issue. This includes developing a larger list of sources and creating an evaluative annotated bibliography.
5. **Multimodal Community Product/Tool:** Students will create a multimodal product or tool based on the needs of their community partner, organization, or a topic they are exploring. This can be an individual or group assignment to be completed with classmates focused on a similar topic. The goal of this project is to synthesize the research and writing students have done and present it to their classmates and/or chosen community.

Required Texts & Materials



Lunsford, A., Brody, M., Ede, L., Enoch, J., Moss, B.J., Papper, C.C., Walters, K. (2023). *Everyone's an Author, 4th*. Norton Publishing.
 ISBN: 978-1-324-04510-6
 Available at the UTEP Bookstore



UTEP First-Year Composition Handbook, 2023-2024 edition.
 An e-book available through the UTEP Bookstore.

Additional required readings/videos will be posted on Blackboard.

Course Assignments and 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 or below = F

Module 1: Community Engagement Proposal – 150 points

Module 2: Community Genre Analysis – 200 points

Module 3: Local Fieldwork – 180 points

Module 4: Broader Community Study – 200 points

Module 5: Multimodal Community Product/Tool – 150 points

Discussion Posts: 120 points (4 @ 30 points each)

****Note: Within Modules, there are scaffolding mini assignments. The total points above reflect the final product of the assignment.**

Course Delivery

While most classes are held face-to-face, there are a few sections that are designated as online. Those classes may meet synchronously or asynchronously through Blackboard. Whether face-to-face or online, the course is designed to engage students through discussions with your classmates and instructor using Blackboard (Bb). **In order to succeed in the course, you will need to have regular use of the internet and a stable connection regardless of whether your class meets face-to-face or online.** If you don't have a computer or reliable internet at home, the university can help you with resources: Technology Support - 915-747-4357 (HELP)/ Library Room 300. Please speak with your 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 and other labs on campus. **Relying on a cellphone for Bb usage/uploading assignments is not advised.**

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, please contact the Help Desk - 915-747-4357 (HELP)/ Library Room 300 as they are trained in assisting with technological needs of students.

Our class is a hybrid class. This means that the class has both in person and online instruction. We will meet in person once a week and online instruction will be included on a week-to-week basis on Bb. Both elements are required in order to complete the course. Prepare to meet in class when required and also, be an active participant on Bb for required class information. Bb class information will be available each Monday @ 12 AM.

Prepare for the Unexpected: Imagine that Blackboard, your computer, and any online services we are using together *might* fail (at least temporarily) at some point this semester. You should begin the semester with a plan that allows you to save copies of important assignments in two places (one physical *and* one online/cloud-based; alternately, on your computer *and* on a jump drive).

Blackboard Notifications: I will send important/urgent messages to students using the Announcements tool in Bb. It is required that you set up your Bb notifications to ensure that you receive any new announcements.

If you have the Blackboard mobile app installed, you can receive push notifications on your mobile device.

- **Blackboard on the web:** Log in to Blackboard on a web browser and navigate to your Activity Stream. Select the Stream Settings icon. From the Notification Settings panel, select the Push Notification Settings tab.
- **Blackboard app:** In the app's main menu, tap Settings. Manage push notifications in the app.

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 through the Bb class page. Since Bb comment and grade function works best with Microsoft Word, submit assignments in Microsoft Word following MLA/APA directions as a .doc or .docx format only [unless otherwise directed by instructor]. Any submissions not following these directions will receive a zero. Be sure to name each submitted assignment with your name and the title of the assignment.

Example:

F Moreno module 1 draft

UTEP students have free access to the latest version of Office 365. Contact UTEP Technology Support or download Office 365 apps through Microsoft Office portal on UTEP Technology Support webpage.

Late Work: All course work should be submitted by the dates/times indicated on the course schedule. Students are expected to organize time effectively and be responsible with all assignments. Late work causes delays in classwork, along with delays in grading/student progress. Having said this, things happen, unexpected situations arise. Please communicate with instructor, if you are unable to submit an assignment on time, **prior to the due date/time**. Consideration of your circumstance will be taken into account on a student-to-student basis. However, late work beyond 48 hours of original due date will not be permitted. A 20% penalty will be deducted from the final grade of any permitted late work submission. Failure to communicate with instructor will result in no credit for the missed assignment(s). Communication is key!

Participation: Participation in class meetings/on Bb is an important avenue for learning and understanding. As such, students are encouraged and expected to actively participate in class, both in person and online. This means showing up to class prepared (up to date with required readings/assignments), having access to textbooks/Bb, allowing your voice to be heard during class discussions, attending class regularly, on time, and for the duration of the class meeting, and being up to date with the course schedule/weekly information available on Bb.

Classroom Etiquette:

- 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.
- Blackboard 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 your RWS classmates and instructor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Email Etiquette: Email is a useful tool if you have questions/concerns for me, and emailing me is generally the easiest and most efficient way to make contact outside of class. Given that this is a university setting, you should recognize that your emails are documents that represent you professionally, and therefore should rise to certain standards of professional decorum.

There are some basic guidelines that you should follow:

- A. All emails should have a clear subject heading.
- B. All emails should have a courteous salutation. "Dear Mrs. Valadez" would be appropriate in the case of this class.
- C. All emails written for professional purposes should adhere to standard grammar, punctuation, and capitalization.
- D. Be as specific as possible with the reasoning of your e-mail, so I may respond accordingly.
- E. All emails should be signed with your name as it appears on the class roster.
- F. If there are any attachments, you should explain your reason for sending them.

Emails that do not meet the standards of professionalism, clarity, and courtesy outlined above may be disregarded.

Emails will be disregarded if:

1. There is no subject
2. Your name/ course (+ date & time) is not easily identifiable
3. The email has not been properly written and/or proofread, and is thus incomprehensible
4. The tone is rude or discourteous
6. The issue has already been addressed (online or in class)

The Federal Education Rights and Privacy Act (FERPA) makes it illegal to provide information regarding your education to a parent or interested party. Should circumstance make an intercessor necessary, contact the Registration and Records Office.

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 can 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. In addition, the First-Year Composition Program has developed the following policies that should be adhered to strictly by all instructors:

For 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.

For Hybrid Classes {We are a hybrid class}: 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.

The program recommends that the student contact the instructor to discuss the attendance policy and how it applies in cases in which it is not possible to attend a weekly class meeting, while continuing to maintain robust participation in class activities. [see also online courses]

For 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.

The instructor can measure participation through various pathways, such as completion of scaffolded activities and discussion posts, and responding to other students' posts and feedback. We also recommend measuring course activity by using the Course Reports feature on Blackboard, particularly the Course Activity Overview.

When it becomes evident that it is not possible to participate in class, the program recommends that the student contact the instructor to discuss the attendance policy and how it applies, before resuming robust participation in class activities.

Drop Policy: If you cannot complete this course for whatever reason, please contact your instructor ahead of the course drop deadline. Your instructor can help you with the drop process or 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.

The First-Year Composition Program fundamentally trusts its students and strives to create dynamic classroom experiences and writing opportunities rooted in the values of inquiry and critical thinking. We agree deeply with Anna R. Mills' (2023) claim, in the *Chronicle of Higher Education*, that "writing practice continues to be intensely rewarding for students and central to intellectual growth in college."

Because of the rapid pace of change represented by ChatGPT and other Artificial Intelligence (AI) programs, it is necessary to set clear program standards regarding their use in our classes. Specifically, the FYC Program recognizes that Large Language Models (LLMs) are part of our contemporary culture and hold educational value that can be explored in the classroom, such as narrowing down a topic idea or critically analyzing the quality of an AI-generated text. However, our program maintains an expectation that all assignment submissions must constitute original pieces of writing composed by the student-author only.

By this standard, an **appropriate use** of ChatGPT (or any AI-powered program) could take the form of

- writing an introduction paragraph that openly describes how this AI tool offered possible approaches to researching a particular topic, with any direct quotes placed in quotation marks and cited in-text and in a final references page.

By contrast, an **inappropriate use** of ChatGPT (or any AI-powered program) could take the form of

- copying any amount of text from an AI tool and claiming it as your original composition without acknowledging its source. This includes failure to cite and place quotation marks around any directly quoted language.

FYC faculty are required to submit any assignment submissions that appear to include unacceptable uses of AI programs (or that are marked for further review) to the Office of Student Conduct and Conflict Resolution (OSCCR).

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.

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. Go to University Writing Center - UTEP to make an appointment with a writing center consultant. **Extra credit offered to any student who utilizes the UWC services and submits a UWC verification form.**

Military Students: If you are a military student (veteran, dependent, active) please visit the 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.

Student Pregnancy and Parenting Nondiscrimination Policy: The University 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. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Course Support Resources

Title IX	915-747-8358	<i>Institutional Compliance</i>
Dean of Students	915-747-5648	<i>Dean of Students</i>
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

Academic Spring Calendar 2024

Jan 15th	Dr. Martin Luther King, Jr. Holiday – University Closed
Jan 16th	Spring classes begin
Jan 16th-19th	Late Registration (Fees are incurred)
Jan 31st	Spring Census Day Note: This is the last day to register for classes. Payments are due by 5:00 pm.
Mar 11th-15th	Spring Break
Mar 20th	Freshman midterm grades are due
Mar 28th	Spring Drop/Withdrawal Deadline Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.
Mar 29th	Cesar Chavez Holiday - No classes; Spring Study Day
May 2nd	Spring – Last day of classes
May 3rd	Dead day

May 6-10th	Spring Final Exams
May 15th	Grades are Due
May 16th	Grades are posted to student records; students are notified of grades and academic standing

Course Schedule

Course schedule provided as a separate document on Bb. It is the student's responsibility to review this schedule and remain up to date with class requirements on a week-to-week basis throughout the semester.