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.

CCCD and CWPA Joint Statement in Response to the COVID-19 Pandemic

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.

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 in 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 prose (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 I (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 PSAs

REQUIRED TEXTS & MATERIALS:


- Additional required readings may also be posted on Blackboard
- Regular access to a computer, Blackboard, and your UTEP email account.
- Cloud service or flash drive to back up your coursework files. (Keep these until final grades are posted for the semester.)

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- and below=F

180 Points: MODULE 1 – Taking Inventory
175 Points: MODULE 2 – Autoethnographic Study of Self and Language Experience
240 Points: MODULE 3 – Remixing the Self Study
205 Points: MODULE 4 – Social Issue Investigation
200 Points: MODULE 5 – Visual argument

Grading: Your instructor will assign due dates for all and will provide you with detailed assignment sheets that describe expectations, constraints, and deadlines for each project. You are required to adhere to the terms of your instructor’s grading policy that is attached to this syllabus.

Self-Reflective Multimodal Project: Students will write a self-reflective essay that will ask them to explore and experiment with multimedia. 100 pts

Literacy Narrative: Students will be prompted to examine their literacy history, identities, and cultural experiences to gain better insight to what it means to write in college. 100 pts
**Photo Essay and Rhetorical Analysis:** Students will be asked to compose a Photo Essay that advocates for a social issue that they are impacted by and then write an analysis that will ask them to focus on their rhetorical choices. 150 pts

**Social Issue Investigation with an Annotated Bibliography:** Student will investigate a social issue of personal relevance to interrogate assumptions, biases, and representation that will be accompanied with an annotated bibliography for future research. 150 pts

**Public Service Announcement:** You will collaborate on a video project that concisely advocates for action on a significant social issue. 150 pts

**Habits of a Creative Mind Journals:** Students will have a series of ten journals that will have them put what they learn into practice. 100 pts

**Participation:** The activities included in this category ensure that students learn the material and help them to compose effective projects. This score will include journals, drafts, discussion postings, peer reviews, and other work the instructor assigns. These points will be determined and distributed by the instructor. 250 pts

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**COURSE DELIVERY:**

In fall 2021, RWS 1301 will be held primarily face-to-face on campus. There are a few sections that are designated as online. Those classes may meet synchronously while others may meet 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. 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 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 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 [here](https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html)

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**SUBMITTING WORK**

All work will be submitted through the Bb course shell for this class. Since Bb comment and grade function works best with Microsoft Word, please submit all assignments in Microsoft Word following APA or MLA format unless directed otherwise. Be sure to name each submitted assignment with your name and the title of the assignment.

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**LATE WORK**
It is important to submit work before deadlines for full credit and feedback. However, I do accept late work until Sunday of the week the assignment is assigned with the exception of peer reviews. Please note that modules will be open at the beginning of the week and will close on Sundays at 11:59 PM. Make sure to plan ahead and get your work in on time.

PARTICIPATION

Participation is an integral part of the class. Each week will have a number of things to accomplish which can be seen in readings, journals, peer reviews, and major assignments. You are expected to participate in these areas to be successful in the class.

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.
- As a general rule: always consider audience, in class and online. As Virginia Shea writes in Netiquette, the first, or “golden,” rule of online practice is to “Remember the human.” Remember that members of the class and the instructor will be reading your postings. When reacting to someone else’s message (verbal or written), address the ideas, not the person and post only what anyone would comfortably state in a F2F situation.
- 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. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

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. 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).

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 COURSES

- 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 COURSES

- 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. 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.

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**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.

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**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.

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**CAMPUS SUPPORT RESOURCES**

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<thead>
<tr>
<th>Service</th>
<th>Phone</th>
<th>Website/Email</th>
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<tbody>
<tr>
<td>Title IX</td>
<td>915-747-8358</td>
<td>Institutional Compliance</td>
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<tr>
<td>Dean of Students</td>
<td>915-747-5648</td>
<td>Dean of Students</td>
</tr>
<tr>
<td>UTEP Health &amp; Wellness Center</td>
<td>915-747-5624</td>
<td><a href="https://www.utep.edu/chs/shc/studenthealth@utep.edu">https://www.utep.edu/chs/shc/studenthealth@utep.edu</a></td>
</tr>
<tr>
<td>UTEP Police Department</td>
<td>915-747-5611</td>
<td><a href="https://www.utep.edu/police/police@utep.edu">https://www.utep.edu/police/police@utep.edu</a></td>
</tr>
<tr>
<td>Counseling and Psychological</td>
<td>915-747-5302</td>
<td><a href="https://www.utep.edu/student-affairs/counsel/">https://www.utep.edu/student-affairs/counsel/</a></td>
</tr>
<tr>
<td>Services</td>
<td></td>
<td><a href="mailto:caps@utep.edu">caps@utep.edu</a></td>
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**IMPORTANT DATES FOR FALL 2021 SEMESTER**

- **Aug 23** Fall classes begin
- **Aug 23-27** Late Registration (Fees are incurred
- **Sept 6** Labor Day Holiday - University Closed
- **Sept 8** Fall Census Day
  
  Note: This is the last day to register for classes. If payment is not received by this day, students will be dropped.
- **Oct 29th** Fall 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.
- **Nov 25-26th** Thanksgiving Holiday - University Closed
- **Dec 2nd** Fall - last day of classes
- **Dec 3rd** Dead Day
- **Dec 6-10th** Fall Final Exams

## COURSE CALENDAR:

This calendar is subject to change. All major assignments will be submitted to Blackboard. Attend class and follow your weekly modules in Blackboard for exact due dates.

**Reading Key:** HCM = Habits of the Creative Mind, FYC HB = First-Year Composition Handbook

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics &amp; Readings</th>
<th>Homework &amp; Assignments</th>
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</thead>
</table>
| One (Aug 23-Sept 29) | Introduction to Discourse Communities, Orientating, and major assignment.  
  - HCM= pp. 1-19  
  - FYC HB= 1-18  
  - Swales article | • Introductions Blog  
  • Habits of Creative Mind Journal 1  
  • Swales Blog |
| Two (Aug 30-Sept 5)  | Activity Triangles, Unlearning Habits, and Peer Review  
  - HCM= pp. 21-27  
  - FYC HB= 1-18  
  - Kain & Wardle article | • Kain & Wardle Blog  
  • Habits of Creative Mind Journal 2  
  • Peer Review first major Assignment |
| Three (Sept 6-Sept 12) | Putting Concepts into Practice and Rethinking Design  
  - HCM= pp. 28-42  
  - FYC HB= 1-18 | • DC & AT Blog  
  • **Self-Reflective Multimodal Project Due** |
| Four (Sept 13-Sept 19) | Language and Literacy  
  - HCM= pp. 43-49  
  - FYC HB= pp. 18-21 | • Reading Journal 1 on Faucault  
  • Habits of Creative Mind Journal 3  
  • Reading Journal 2 on Anzaldua or Malcom X |
| Five (Sept 20-Sept 26) | Looking back on Linguistic Identities and Peer Review  
  - HCM= pp. 51-56  
  - FYC HB= pp. 18-21 | • Reading Journal 3 on Cisneros  
  • Reading Journal 4 on Tan or Alexie  
  • Peer Review: second major assignment |
| Six (Sept 27-Oct 3) | Literacy Narrative  
  - HCM= pp.57-62  
  - FYC HB= pp. 18-21 | • Reading Journal 5 on Sedaris  
  • **Literacy Narrative Due** |
| Seven (Oct 4-Oct 10) | Adapting to Another Audience  
  - HCM=, Pp. 149-155 | • Discussion Board-Mini Rhetorical Analysis 1 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignment</th>
<th>Readings</th>
<th>Notes</th>
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</table>
| Eight (Oct 11-Oct 17) | Examining an Alternative Genre | • FYC HB= pp.22-23 | • Habits of Creative Mind Journal 4  
• Discussion Board-Mini Rhetorical Analysis 1 | |
|  |  | • HCM= pp. 156-169  
• FYC HB= pp. 22-23 |  | |
| Nine (Oct 18-Oct 24) | Composing New Mediums & Rhetorical Analysis | • HCM= pp. 156-169  
• FYC HB= pp. 22-23 | • Habits of Creative Mind Journal 6  
• Photo Essay and Rhetorical Analysis Due | |
| Ten (Oct 25-Oct 31) | Identifying an issue of personal and social concern | • HCM 63-78  
• FYC HB= 24-27 | • Habits of Creative Mind Journal 7  
• Draft Assignment | |
| Eleven (Nov 1-Nov 7) | Interrogating assumptions and biases | • HCM= 223-243  
• FYC HB= 24-27 | • Habits of Creative Mind Journal 8  
• Peer Review fourth major assignment | |
| Twelve (Nov 8-Nov 14) | Social Issue Investigation | • HCM= 105-126  
• FYC HB= 24-27 | • Habits of Creative Mind Journal 9  
• Social Issues Investigation Due | |
| Thirteen (Nov 15-Nov 21) | Visual Rhetoric, Technology and Visual Argument Assignment | • HCM= 127-133  
• FYC HB= 28-32 | • Habits of Creative Mind Journal 10  
• PSA Review | |
| Fourteen (Nov 22-Nov 28) | Composing Storyboards | • HCM= 204-221  
• FYC HB= 28-32 | • PSA Story Board | |
|  | *Nov. 25-26 —Thanksgiving Break |  |  | |
| Fifteen (Nov.29--Dec 5) | Presentations of Visual Argument | • FYC HB= 28-32 | • PSA Due  
• Film Gallery Due | |