

Rhetoric and Writing Studies**RWS 1302 CRN: 11545****Tuesdays: 10:30 am-11:50 am UGLC 232****INSTRUCTOR INFORMATION****Name: CHRISTINE ENDLICH****Email: caendlich@utep.edu****Phone: (915) 747-7353****Office Hours:** I will be available for virtual office hours via Microsoft Teams or in person by appointment on the following days: **12:00 – 12:45 pm on Wednesdays and Fridays**

Office hours are held via Microsoft Teams. You can join using the following link:

📍 [Join Office Hours on Teams](#)

Students are encouraged to drop in or schedule a time in advance. If you need to meet outside of these hours, please email me to arrange an 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 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 is 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.

AND WE ARE...

The First-Year Composition Program is geographically and discursively situated in the US-Mexico borderland and offers a binational, 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

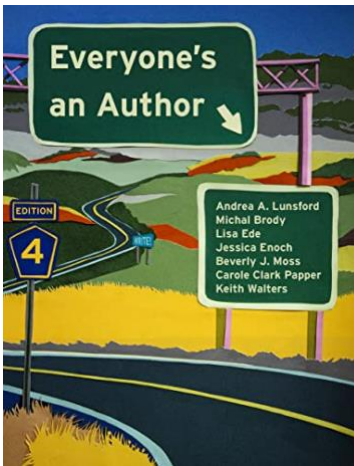
Rhetoric & Composition 2 (RWS 1302) aims to develop further students' rhetorical and critical thinking skills to facilitate effective written communication in educational, professional, and social contexts. Effective communication is based on awareness of and appreciation for diverse language practices 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

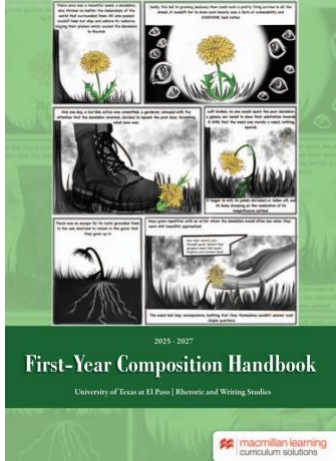


Lunsford, A., Brody, M., Ede, L., Enoch, J., Moss, B.J., Papper, C.C., Walters, K. (2023).

Everyone's an Author, 4th. Norton Publishing.

ISBN: 978-1-324-04510-6

Available at the UTEP Bookstore.



UTEP First-Year Composition Handbook, 2025-2027 edition. ISBN 978-1-5339-7355-9.

An e-book available directly through Redshelf.com.

Additional required readings may also 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

Major Assignments (60%)

Module 1 Community Engagement Proposal Memo Major Assignment: 5%

Module 2 Community Genre Analysis Major Assignment: 10%

Module 3 Local Fieldwork Major Assignment: 10%

Module 4 Broader Community Study Major Assignment: 15%

Module 5 Multimodal Community Product/Tool Major Assignment: 20%.

Other Work (40%)

- **Quizzes** → 14%
- **Drafts & Peer Review** → 10%
- **Discussions, Journals, & In-Class Activities (Engagement)** → 16%

COURSE DELIVERY

While most classes are held face-to-face, there are a few sections that are designated as online. 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 - 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 and other labs on campus.

Ensure your UTEP e-mail account is working and that you have internet access 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](#).

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.

Late Work: Work should be submitted on time for full credit and feedback. **Drafts and peer reviews will not be accepted late** because they depend on class participation and peer response. All other assignments may be submitted late for reduced credit.

Participation: Active participation is vital to your success in this hybrid course. Each week, you will engage in a variety of learning activities that support your progress toward major assignments. These include: **engaging with classmates, frequent writing tasks, peer reviews**, and **completion of assigned readings and major projects**. Your consistent involvement in these activities is expected and essential. Participation not only enhances your own learning but also contributes to a richer, more dynamic classroom experience for everyone.

Classroom Etiquette: Debate, critical inquiry, and intellectual exchanges 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.

Texas SB17 Exception for Course Instruction: The Texas Conference of the American Association of University Professors (AAUP) has issued the following statement that protects academic course content. The FYC program includes writing along with speech as an academic freedom of expression (“students should not feel the need to censor their speech” or writing):

[Texas Senate Bill 17](#), the recent law that outlaws diversity, equity, and inclusion programs at public colleges and universities in Texas, does not in any way affect content, instruction or discussion in a course at public colleges and universities in Texas. Expectations regarding academic freedom for teaching and class discussion have not been altered post-SB 17, and students should not feel the need to censor their speech pertaining to topics pertaining to race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion. to race and racism, structural inequality, LGBTQ+ issues, or diversity, equity, and inclusion.

UNIVERSITY AND PROGRAM POLICIES

FYC Class Attendance Policy: 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 a student has been absent to such a degree as to impair their 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 the class.
- Missing a scheduled conference with the instructor constitutes an absence.

For 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.

- 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 suspected academic dishonesty to the Office of Student Affairs. Visit the [Office of Community Standards](#) 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 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 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 instructors are required to submit any assignment submissions that appear to include inappropriate uses of AI programs (or that are marked for further review) to the Office of Community Standards (OCS).

Accommodations: If there are aspects of this course that prevent you from learning or that form barriers to your inclusion, please let your instructor know as soon as possible. Together, you can develop strategies that will enable you to succeed in the course.

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.

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.

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	Institutional Compliance
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Dean of Students	915-747-5648	Dean of Students
UTEP Health & Wellness Center	915-747-5624	Health and Wellness Center studenthealth@utep.edu
UTEP Police Department	915-747-5611	UTEP Police Department police@utep.edu
Counseling and Psychological Services	915-747-5302	Counseling Services caps@utep.edu

ACADEMIC CALENDAR FALL 2025

Aug 25th	Fall classes begin
Sept 1st	Labor Day holiday - University Closed
Sept 10th	Fall Census Day <i>Note: This is the last day to register for classes. Payments are due by 5:00 pm.</i>
Oct 22nd	Freshman Midterm grades are due
Oct 31st	Fall Drop/Withdrawal deadline <i>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.</i>
Nov 27-28th	Thanksgiving Holiday - University Closed
Dec 4th	Fall last day of classes
Dec 5th	Dead Day
Dec 8-12th	Fall Final Exams

COURSE SCHEDULE

Key: EAA=Everyone’s An Author; FYC=First-Year Composition Handbook

Module 1: Community Engagement Proposal	Reading	Homework
Week 1 August 25 th -31 st	EAA: “Thinking Rhetorically” Chapter 1 pp.5-17 FYC Handbook-“Introduction: Welcome to RWS 1302”, Module 1: Community Engagement Proposal	<ul style="list-style-type: none"> Quiz: Thinking Rhetorically is due Thursday by 11:59 pm Discussion Board: (The first post is due Friday by 11:59 pm and the response to 2

		peers is due Saturday by 11:59 pm)
Week 2 September 1 st -7 th	EAA: "Here's What I Recommend Making a Proposal" Chapter 18 pp 370-395 FYC Handbook-"Introduction: Welcome to RWS 1302",, Module 1: Community Engagement Proposal	<ul style="list-style-type: none"> • Quiz: Making a Proposal is due Thursday by 11:59 pm • Major Assignment: Community Engagement Proposal Due Sunday by 11:59 pm

Module 2: Community Genre Analysis	Reading	Homework
Week 3 September 8 th -14 th	EAA: "Choosing Genres" Chapter 12 pp 147-153 FYC Handbook-"Module 2: Community Genre Analysis"	<ul style="list-style-type: none"> • Quiz: Choosing Genres is due Thursday by 11:59 pm • Community Genre Analysis Draft due Sunday by 11:59 pm
Week 4 September 15 th -21 st	EAA: "Writing Analytically" Chapter 15 part 1: pp 234-254 FYC Handbook-"Module 2: Community Genre Analysis"	<ul style="list-style-type: none"> • Quiz: Writing Analytically is due Thursday by 11:59 pm • Upload Peer Review Draft Sunday by 11:59 pm
Week 5 September 22 nd -28 th	EAA: "Visual Analysis" Chapter 15 part 2: pp 260-277 FYC Handbook-"Module 2: Community Genre Analysis"	<ul style="list-style-type: none"> • Quiz: Visual Analysis is due Thursday by 11:59 pm • In-class Peer Review • Community Genre Analysis Due Sunday by 11:59 pm

Module 3: Local Fieldwork	Reading	Homework
Week 6 September 29 th - October 5 th	EAA: "Starting Your Research" Chapter 21 pp 479-487 FYC Handbook-"Module 3: Local Fieldwork"	<ul style="list-style-type: none"> • Quiz: Starting Your Research is due Thursday by 11:59 pm • Discussion Board: (The first post is due Friday by 11:59 pm and the response to 2 peers is due Saturday by 11:59 pm)
Week 7 October 6 th -12 th	EAA: "Conducting Research in the Field" Chapter 23 pp 505-514 FYC Handbook-"Module 3: Local Fieldwork"	<ul style="list-style-type: none"> • Quiz: Conducting Research in the Field is due Thursday by 11:59 pm • Discussion Board: (The first post is due Friday by 11:59 pm and the response to 2

		peers is due Saturday by 11:59 pm)
Week 8 October 13 th -19 th	EAA: "Engaging Productively with Others" Chapter 12 pp 18-29 FYC Handbook-"Module 3: Local Fieldwork"	<ul style="list-style-type: none"> • Local Fieldwork Presentation In class • Quiz: Engaging Productively with Others is due Thursday by 11:59 pm
Week 9 October 20 th -26 th	EAA: "Finding Sources Online and at the library" Chapter 22 pp 488-504 FYC Handbook-"Module 3: Local Fieldwork"	<ul style="list-style-type: none"> • Local Fieldwork Presentation In class • Quiz: Finding Sources Online and at the library due Thursday by 11:59 pm

Module 4 Broader Community Study	Reading	Homework
Week 10 October 27 th – November 2 nd	EAA: "Evaluating Sources" Chapter 25 pp 520-527 FYC Handbook-"Module 4: Broader Community Study"	<ul style="list-style-type: none"> • Quiz: Evaluating Sources due Thursday by 11:59 pm • Evaluative Annotated Bibliography Draft 1 due Sunday by 11:59 pm
Week 11 November 3 rd -9 th	EAA: "Synthesizing Ideas" Chapter 27 pp 533-541 FYC Handbook-"Module 4: Broader Community Study"	<ul style="list-style-type: none"> • Quiz: Synthesizing Ideas due Thursday by 11:59 pm • Evaluative Annotated Bibliography Due Sunday by 11:59 pm

Module 5 Multimodal Community Product/Tool	Reading	Homework
Week 12 November 10 th – 16 th	EAA: "Writing for a Public Audience" Chapter 39 pp 825-834 FYC Handbook "Module 5: Multimodal Community Product/Tool"	<ul style="list-style-type: none"> • Quiz: Writing for a Public Audience due Thursday by 11:59 pm • Discussion Board: (The first post is due Friday by 11:59 pm and the response to 2 peers is due Saturday by 11:59 pm)
Week 13 November 17 th – 23 rd	EAA: "Designing What you Write" Chapter 36 pp 769-787 FYC Handbook "Module 5: Multimodal Community Product/Tool"	<ul style="list-style-type: none"> • Quiz: Designing What you Write due Thursday by 11:59 pm • Discussion Board: (The first post is due Friday by 11:59 pm and the response to 2

		peers is due Saturday by 11:59 pm
<p>Week 14 November 24th -30th</p>	<p>EAA: "Composing and Remixing Across Media" Chapter 37 pp 788-809</p> <p>FYC Handbook "Module 5: Multimodal Community Product/Tool"</p>	<ul style="list-style-type: none"> • Quiz: Composing and Remixing Across Media due Thursday by 11:59 pm • "No additional assignments this week — your time outside of class is reserved for filming, recording, and editing your final project."
<p>Week 15 December 1st – 7th</p>		<ul style="list-style-type: none"> • Evidence in Motion: Community Issue Film Due Monday by 11:59 pm • End of Semester Showcase in class • End of Semester Showcase discussion Activity