

Rhetoric and Writing Studies RWS 1301

CRN: 17816 (Online)

Instructor Information:**Name:** CHRISTOPHER HERRERA**Email:** cfherrera@utep.edu**Google Voice:** 915-502-0057 (Texts only unless instructed)**Office Hours:**

Office hours are held online in Blackboard. Link is in our Blackboard class and it says, "Office Hours Here." Click it and it will direct you to the office hours room. Office hours are on Mondays from 6:00pm - 9:00pm. Office hours are also by appointment if needed.

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 & 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 & Composition 1 (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

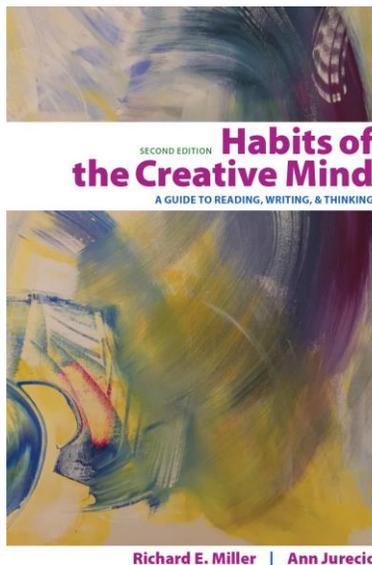
MODULE 4 – Social Issue Investigation

- 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 Rhetoric Report

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

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.

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 and below = F

100 Points: MODULE 1 – Taking Inventory (Profile Essay)

100 Points: MODULE 2 – Autoethnographic Study of Self and Language Experience (Literacy Narrative Essay)

100 Points: MODULE 3 – Remixing the Self Study (Rhetorical Analysis Essay)

200 Points: MODULE 4 – Social Issue Investigation (Topic Proposal and Annotated Bibliography)

200 Points: MODULE 5 – Visual Rhetoric Report (PSA or Infographic and Presentation)

200 Points: Completion of Online/Weekly Minor Assignments/Drafts/Outlines

100 Points: Attendance (Please read the highlighted attendance policy in the syllabus further below)

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.

Online Course Delivery

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. [OUR CLASS IS HELD ASYNCHRONOUSLY](#) 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 (<https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html>)

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: Late work is [accepted](#); however, you need to inform me BEFORE the due date that you are going to need an extension. You must send me an email, explain the situation, and tell me how much time you will need; I will then decide if I accept your proposed extension. (Extensions are only for MAJOR ESSAYS).

There are a few caveats to late work: If you fail to email me before the due date, your assignment will be considered late and will receive a zero. Additionally, having your assignment extended means you are disqualified from a rewrite opportunity.

Rewrites: Rewrites are allowed but there are expectations you need to meet:

Your assignment MUST be submitted on time; your grade must be under an 'A.'

If you rewrite your original essay, your new grade will be an average of the original and the new grade.

Attendance and Participation:

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. There is an Attendance grade (100 points). This is how it works: for every missed week of assignments (this means that you did nothing for that week), you will **receive a 7-point deduction from the 100 total points**. This will continue every week if you continue to be absent.

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.

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 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.

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.

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 Fall 2021 Semester

- Aug 23rd** *Fall classes begin*
- Aug 23rd-27th** *Late Registration (Fees are incurred)*
- Sept 6th** Labor Day Holiday - University Closed
- Sept 8th** 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 Schedule

This is the calendar for the semester. Please familiarize yourselves with the due dates for weekly assignments and the major assignments.

The calendar also has the material for the week that will also be reflected in Blackboard.

Take it week by week. Do not overwhelm yourselves.

*Calendar is subject to change.

UTEP Fall 2021 Weekly Calendar (Online)

WEEK TOPIC	WEEKLY MATERIAL	DUE DATES
<p>Week 1:</p> <p><i>Aug 23</i></p> <p><i>Introductions,</i></p> <p><i>Plagiarism</i></p>	<p>Read:</p> <p><i>“Avoiding Plagiarism,”</i></p> <p><i>Kotatu Plagiarism article</i></p> <p>Watch:</p> <p><i>YouTube Video</i></p>	<p>Weekly Post: <i>Friday</i></p> <p><i>Introductions</i></p> <p>Weekly Post: <i>Friday</i></p> <p><i>Plagiarism activity</i></p>

Module 1 – Week 2-4:

Exploring Texts
Experimenting with Multimedia

Begin 1st Major Assignment

<p>Week 2:</p> <p>Aug 30</p> <p>Orienting</p> <p>Writing Process,</p>	<p>Habits of a Creative Mind:</p> <p>Ch. 1</p> <p>Review:</p> <p>Writing Conventions PDFs</p> <p>Read Article:</p> <p>Anne Lamott – “Shitty First Drafts”</p> <p>Watch:</p> <p>“Inside the Mind of a Master Procrastinator”</p>	<p>Weekly Post: Friday</p> <p>Chapter/Article Synthesis Response</p> <p>Weekly Post: Friday</p> <p>Personal Writing Process</p>
<p>Week 3:</p> <p>Sept 6</p> <p>Genres</p> <p>Procrastination,</p>	<p>Read:</p> <p>“Emerging Personal Media Genres”</p> <p>Habits of a Creative Mind:</p> <p>Ch. 7,</p> <p>Review:</p> <p>MLA/APA</p>	<p>Weekly Post: Friday</p> <p>Chapter/Article Synthesis Response</p>
<p>Week 4:</p> <p>Sept 13</p> <p>Organization/Review</p>	<p>Habits of a Creative Mind:</p> <p>Ch. 10</p> <p>Read:</p>	<p>DUE: Sunday</p> <p>Profile Assignment</p> <p>Sept 19</p>

	<p><i>Straub, R. (n.d.). “Responding—Really Responding—to Other Students’ Writing.”</i></p>	
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Module 2 – Week 5-6:

Language and Literacy – Relationship to Home and Language

Begin 2nd Major Assignment

<p>Week 5: Sept 20 Reflecting / <i>Literacy Narrative</i></p>	<p>Habits of a Creative Mind: Ch. 2 Read: <i>Hernandez, S. “Revelations of a 10-year-old;”</i> <i>Alexie, S. “Superman and Me”</i></p>	<p>Weekly Post: <i>Friday</i> <i>Chapter/Readings Synthesis Response</i></p>
<p>Week 6: Sept 27 <i>Literacy Narrative Final Draft</i></p>	<p>Habits of a Creative Mind: Ch. 8 Read: <i>Tan, A. “Mother Tongue;”</i> <i>Malcolm X “Learning to Read”</i></p>	<p>Due: <i>Sunday</i> <i>Literacy Narrative Final Draft</i> <i>Oct 3</i></p>

Module 3 – Week 7-9:

Rhetorical Analysis

Begin 3rd Major Assignment.

<p>Week 7:</p> <p>Oct 4</p> <p><i>Rhetorical Situations</i></p> <p><i>Rhetorical Appeals</i></p>	<p>Read:</p> <p><i>Rhetorical Situations document</i></p> <p>Review:</p> <p><i>Rhetorical Situations PowerPoint</i></p> <p>Review:</p> <p><i>Rhetorical Appeals PowerPoint</i></p>	<p>Weekly Post: <i>Friday</i></p> <p><i>Rhetorical Situations practice</i></p> <p>Weekly Post: <i>Friday</i></p> <p><i>Rhetorical Appeals practice</i></p>
<p>Week 8:</p> <p>Oct 11</p> <p><i>Logical Fallacies</i></p>	<p>Read:</p> <p><i>Logical Fallacies website document</i></p> <p>Review:</p> <p><i>Logical Fallacies PowerPoint</i></p>	<p>Weekly Post: <i>Friday</i></p> <p><i>Logical Fallacies practice</i></p> <p>Essay Outline: <i>Sunday</i></p>
<p>Week 9:</p> <p>Oct 18</p> <p><i>Rhetorical Analysis Final Draft</i></p>	<p><i>Work on Rhetorical Analysis Final Draft</i></p> <p>Writing Center Tutoring</p>	<p>Final Draft Essay: <i>Sunday</i></p> <p><i>Rhetorical Analysis Final Draft</i></p> <p><i>Oct 24</i></p>

Module 4 – Week 10-13:

Social Issue Investigation

Begin 4th Major Assignment

<p>Week 10: Oct 25 Semester Topics Topic Proposals Library Research</p>	<p>Habits of a Creative Mind: Ch. 5 Read: Topic Proposals chapter (Blackboard) Review: Semester Topics list (Blackboard)</p>	<p>Virtual Library Activities: Friday</p>
<p>Week 11: Nov 1 Annotated Bibliographies</p>	<p>Habits of a Creative Mind: Ch. 4 & 9(pgs 232-244) Read: Annotated Bibliographies chapter (Blackboard)</p>	<p>Due: Sunday Topic Proposal Nov 7</p>
<p>Week 12: Nov 8 Annotated Bibliographies cont.</p>	<p>Read: Continue working on Annotated Bib.</p>	<p>Due: Friday Annotated Bibliography FIRST Draft</p>
<p>Week 13 Nov 15 Annotated Bibliographies Final Draft</p>	<p>Finish Annotated Bib. / Conferences Writing Center Tutoring</p>	<p>Due: Sunday Annotated Bibliography FINAL draft Nov 21</p>

Module 5 – Week 14-16(Finals):

Visual Report

Begin 5th Major Assignment

<p>Week 14:</p> <p>Nov 22</p> <p><i>Visual Rhetoric Report</i></p>	<p>Habits of a Creative Mind:</p> <p>Ch. 6</p> <p>Read:</p> <p>Hocks, M. (2003). “Understanding visual rhetoric in digital writing environments.”</p>	<p>Weekly Post: <i>Friday</i></p> <p><i>Chapter/Article Synthesis Response</i></p>
<p>Week 15</p> <p>Nov 29</p> <p><i>Visual Rhetoric Report cont.</i></p>	<p>Habits of a Creative Mind:</p> <p>Ch. 12</p>	
<p style="text-align: center;">FINALS WEEK</p> <p style="text-align: center;"><i>Visual Rhetoric Report DUE!!!</i></p> <p style="text-align: center;"><i>December 8th</i></p>		