

## Rhetoric and Writing Studies RWS 1302

CRN: 15219

**Instructor Information:****Name:** CHRISTOPHER HERRERA**Email:** cfherrera@utep.edu**Phone:** 915-502-0057**Online 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: 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 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.

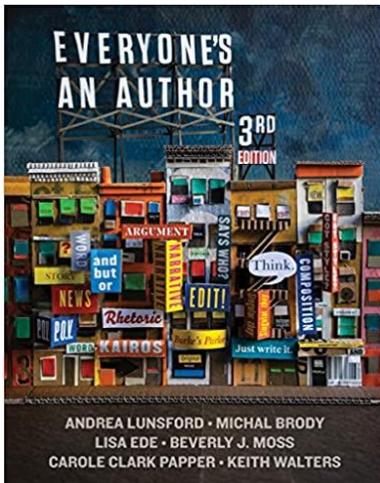
The curriculum consists of these major assignments:

1. **Community Engagement Proposal:** Students will explore issues and concerns in their communities (home, church, civic, work, school) and will select an issue or problem connected with the issue or organization 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 a memo.
2. **Community Partnership Genre Analysis:** Students will identify two distinct texts in different genres (written, visual, and/or oral) created by their community partner or the issue or organization they are studying. Students will write a comparative 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 3-4 research questions pertaining to the topic and their inquiry. Local research may include observation, 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. 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 to consult and creating an evaluative annotated bibliography.

5. **Research & Reflection Journal:** Students will maintain a journal of their experience engaging with the course. The journal is a substantial ongoing part of the class work. It can concentrate on serving students' chosen community partner, relating to research, or another focus.

### *Required Texts & Materials*



Lunsford, A., Brody, M., Ede, L., Moss, B.J., Papper, C.C., Walters, K. (2021).

*Everyone's an Author*, 3<sup>rd</sup>. Norton Publishing.

ISBN: 978-0-393-88568-2

Supplemental materials will be added to the Blackboard class. These are free but are required to read/watch to do well in the class.

### *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: 100 pts (Proposal)**

**Module 2 Community Partnership Genre Analysis: 200 pts (Genre Analysis)**

**Module 3 Local Fieldwork: 100 pts (Research Questions)**

**Module 4 Broader Community Study: 200 pts (Annotated Bibliography)**

**Module 5 Multimodal Community Product/Tool: 200 pts (Community Problem Report)**

**Participation Research & Reflection Journal: 100 Points**

**Attendance: 100 Points**

**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.

### *Course Delivery*

#### **Course Delivery:**

In fall 2021, RWS 1302 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, online, or hybrid, 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, hybrid, or fully 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.

**Participation Policy:** You have participation points that are dedicated to your overall grade in this class. These participation points are measured by online posts in Blackboard. These all have individual grades that amount to 100 points.

### **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 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]

#### 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](mailto: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	<a href="#">Institutional Compliance</a>
Dean of Students	915-747-5648	<a href="#">Dean of Students</a>
UTEP Health & Wellness Center	915-747-5624	<a href="https://www.utep.edu/chs/shc/">https://www.utep.edu/chs/shc/</a> studenthealth@utep.edu
UTEP Police Department	915-747-5611	<a href="https://www.utep.edu/police/">https://www.utep.edu/police/</a> police@utep.edu

Counseling and Psychological Services	915-747-5302	<a href="https://www.utep.edu/student-affairs/counsel/caps@utep.edu">https://www.utep.edu/student-affairs/counsel/caps@utep.edu</a>
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### Important Dates for Fall 2021 Semester

<b>Aug 23rd</b>	<i>Fall classes begin</i>
<b>Aug 23rd-27th</b>	<i>Late Registration (Fees are incurred)</i>
<b>Sept 6th</b>	Labor Day Holiday - University Closed
<b>Sept 8th</b>	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.
<b>Oct 29th</b>	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.
<b>Nov 25-26th</b>	<i>Thanksgiving Holiday - University Closed</i>
<b>Dec 2nd</b>	<i>Fall – Last day of classes</i>
<b>Dec 3rd</b>	<i>Dead day</i>
<b>Dec 6-10th</b>	<i>Fall Final Exams</i>

### Course Schedule

This is the calendar for the semester.

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 1302 Fall 2021 Weekly Calendar*

<b>WEEK TOPIC</b>	<b>WEEKLY MATERIAL</b>	<b>DUE DATES</b>
<p><b>Week 1:</b></p> <p>Aug 24</p> <p>Introductions, Plagiarism</p>	<p><b>Read and Watch:</b></p> <p>Material in Blackboard shell.</p>	<p><b>Post: Friday</b></p> <p>Introductions</p> <p><b>Post: Friday</b></p> <p>Plagiarism activity</p>

**Module 1 – Week 2-4:**

*Community Engagement Proposal*

*Begin 1<sup>st</sup> Major Assignment*

<p><b>Week 2:</b></p> <p>Aug 31</p> <p>Proposals, Semester Topics</p>	<p><b>Everyone’s An Author:</b></p> <p>Ch. 17, (pg. 37) “Making a Proposal”</p> <p><b>Review:</b></p> <p>Writing Conventions PDFs</p>	
<p><b>Week 3:</b></p> <p>Sept 7</p> <p>Genres Procrastination,</p>	<p><b>Everyone’s An Author:</b></p> <p>Ch. 4, pg. 35</p> <p><b>Read:</b></p> <p>Anne Lamott – “Shitty First Drafts” (Blackboard)</p> <p><b>Watch:</b></p> <p>TED Talk</p>	<p><b>Post: Friday</b></p> <p>Reflect: Prompt in Blackboard</p>

<p><b>Week 4:</b></p> <p>Sept 14</p> <p>Proposal Assignment Final Draft</p>	<p><b>Read:</b></p> <p>Straub, R. (n.d). “Responding—Really Responding—to Other Students’ Writing.”</p>	<p><b>DUE: Sunday</b></p> <p>Proposal Assignment</p> <p><b>Sept 19</b></p>
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**Module 2 – Week 5-8:**

*Community Genre Analysis*

***Begin 2<sup>nd</sup> Major Assignment***

<p><b>Week 5:</b></p> <p>Sept. 21</p> <p>Rhetorical Situations Genre Analysis Assignment</p>	<p><b><i>Everyone’s An Author:</i></b></p> <p>Ch. 2 “Engaging Respectfully with Others” pgs. 18-27, Ch. 3 “Rhetorical Situations” pgs. 28-34, Supplemental Material in Blackboard</p>	
<p><b>Week 6:</b></p> <p>Sept. 28</p> <p>Appeals and Fallacies</p>	<p><b><i>Everyone’s An Author:</i></b></p> <p>Ch. 11 “Choosing Genres” pgs. 137-142 Supplemental Material in Blackboard</p>	<p><b>Weekly Post:</b></p> <p>Saturday</p> <p>Prompt in Blackboard</p> <p>Oct. 3 before midnight.</p>
<p><b>Week 7</b></p> <p>Oct. 5</p> <p>Genre Analysis Outline</p>	<p>Work on Outline</p>	<p><b>Outline Due:</b></p> <p>Saturday</p> <p>Guidelines in Blackboard</p> <p>Oct. 9</p>

<p><b>Week 8:</b></p> <p>Oct. 12</p> <p>Final Draft Genre Analysis</p>	<p>Finish Genre Analysis</p> <p>Writing Center Tutoring</p>	<p><b>DUE: Sunday</b></p> <p>Genre Analysis</p>
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**Module 3 & 4 – Week 9-12:**

*Local Field Work and Broader Community Study*

**Begin 3<sup>rd</sup> & 4<sup>th</sup> Major Assignments**

<p><b>Week 9:</b></p> <p>Oct. 19</p> <p>Research/Research Questions</p>	<p><b>Everyone’s An Author:</b></p> <p>Ch. 23 “Evaluating Sources” pgs. 520 – 528</p> <p>Ch. 21 “Finding Sources ...” pgs. 486 - 514</p> <p>Supplemental Material in Blackboard</p>	<p><b>Weekly Post Due</b></p>
<p><b>Week 10:</b></p> <p>Oct. 26</p> <p>Annotated Bibliography</p>	<p><b>Everyone’s An Author:</b></p> <p>Ch. 24 “Annotating a Bibliography” pgs. 529 – 531</p> <p>Ch. 15 “Reporting Information/ ‘Just the Facts’” pgs. 282 – 311</p> <p>Supplemental Material in Blackboard</p>	
<p><b>Week 11:</b></p> <p>Nov. 2</p> <p>Library Research Week</p>	<p><b>Everyone’s An Author:</b></p> <p>Ch. 22: “Keeping Track/Managing Information Overload” pgs. 515 – 519</p> <p>Library Research Week</p> <p>Work on Annotated Bibliography</p>	<p><b>Draft Due:</b></p> <p>Saturday</p> <p>Guidelines in Blackboard</p> <p>Nov. 6</p>

<p><b>Week 12:</b>  Nov. 9  Final Draft Annotated Bib</p>	<p>Finish Annotated Bib  Writing Center Tutoring.</p>	<p><b>DUE: Sunday</b>  Annotated Bibliography  Nov. 14</p>
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**Module 5 – Week 13-16:**

*Multimodal Community Product/Tool*

*Begin Final (5<sup>th</sup>) Major Assignment*

<p><b>Week 13</b>  Nov. 16</p>	<p><i>Everyone’s An Author:</i>  Ch. 15 “Reporting Information/ ‘Just the Facts’” pgs. 282 – 311  Ch.25 “Synthesizing Ideas” pgs. 534 - 540</p>	
<p><b>Week 14:</b>  Nov. 23  Thanksgiving Week</p>	<p><i>Everyone’s An Author:</i>  Ch. 26 “Quoting, Paraphrasing, Summarizing” pgs. 541 - 554</p>	
<p><b>Week 15:</b>  Nov. 30</p>	<p>Project Revision</p>	
<p style="text-align: center;"><b>Finals Week (Week 16):</b> Dec. 6-10  Submission of Community Problem Report Assignment</p>		