

Rhetoric and Writing Studies RWS 1301

CRN: 14053

THIS COURSE IS 100% ONLINE

Instructor Information:

Name: Christopher Herrera

Email: cfherrera@utep.edu / Can also contact me using MS Teams: Christopher F Herrera

Phone: We can have phone calls over MS Teams

Office Hours: *In-Person and Online. Thursdays: 5pm-6pm. Worrell Hall 315.*

Email me to schedule an appointment. Software used for Office Hours is Zoom or MS Teams

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.

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

And we are...

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

RWS 1301 & 1302 Learning Outcomes

- 1) Students will reflect on and critically analyze their own language experiences.
- 2) Students will synthesize information about racial and ethnic biases and other social justice issues and confront these issues in their writing.
- 3) Students will demonstrate engagement with multiple media sources through their projects, including, but not limited to, digital resources.
- 4) Students will identify relevant research sources and opportunities from their lived experiences, their campus interactions, and their engagement within their communities.
- 5) Students will apply knowledge from local communities to research broader social issues demonstrating their critical awareness.

Rhetoric & Composition 1 (RWS 1301) Course Description

Rhetoric & Composition 1 (RWS 1301) is designed to help students in all disciplines 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 academic and non-academic communities.

The curriculum consists of these 5 modules:

UNIT 1 – Taking Inventory: Study of Self and Language Experiences

- Exploring Texts
- Language and literacy—relationship to home and language

UNIT 2 – Rhetorical Analysis

- Audience analysis
- Logical Appeals and Fallacies
- Rhetorical analysis

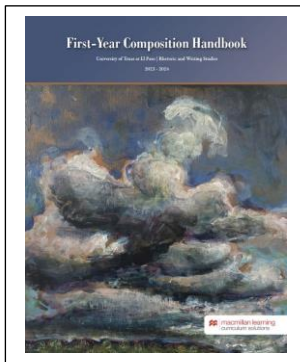
UNIT 3 – Social Issue Investigation

- Identifying an issue of personal and social concern
- Interrogating assumptions, biases, and representations through topic research
- Topic Proposal
- Annotated Bibliography
- Report

UNIT 4 – Visual Argument

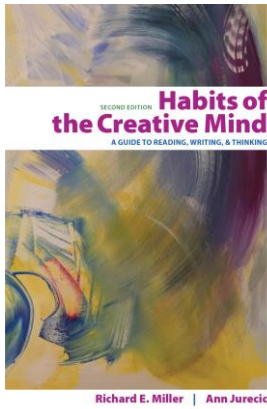
- Experimenting with Multimedia
- Composing in a new medium
- Creating infographic, PSA, or alternative visual project
- Presentation of infographics and PSAs

Required Texts & Materials



UTEP First-Year Composition Handbook, 2023-2024 edition.

An e-book available through the UTEP Bookstore.



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

UNIT 1 – Taking Inventory: Study of Self and Language Experience

- **2 Journal Posts**
- **1 Essay**

UNIT 2 – Rhetorical Analysis Essay

- **1 Journal Post**
- **1 Essay**

UNIT 3 – Global Issues Research Project + Presentation

- **Topic Proposal**
- **Annotated Bibliography DRAFT**
- **Annotated Bibliography FINAL**
- **1 Journal Post**
- **Report Outline**
- **Report Essay**

- **Presentation**

UNIT 4 – Argument + Presentation

- **Argument Essay**
- **Presentation**

Assignments	Points
Literacy Narrative Essay	100
Rhetorical Analysis Essay	100
Topic Proposal	100
Annotated Bibliography Draft	50
Annotated Bibliography	100
Global Issues Report Outline	50
Global Issues Presentation	100
Global Issues Report	100
Argument Assignment	100
Presentation of Argument Assignment	100
5 Journal Posts	100

Course Delivery

While most classes are held face-to-face, there are a few sections that are designated as online. Those classes may meet synchronously or asynchronously through Blackboard. Whether face-to-face or online, the course is designed to engage students through discussions with your classmates and instructor using Blackboard (Bb). In order to succeed in the course, you will need to have regular use of the internet and a stable connection regardless of whether your class meets face-to-face or online. 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** format unless directed otherwise. Be sure to name each submitted assignment appropriately.

Late Work: It is important to submit work before deadlines for full credit and feedback. Late work might be accepted on a case-by-case basis. If you do need extra time, please email me with enough time before the due date. Do not just submit your assignment late because it will not be accepted. Not submitting work on time will disqualify you from **rewrites**.

Rewrites: I do accept rewrites, but they are on a case-by-case basis. I will read and provide a grade for the original submission, and I will evaluate your original submission to see if it constitutes a rewrite. Rewrites are only accepted if you submit the assignment on time. If you're assignment is allowed a rewrite, you will receive a new grade and the grade **will be the average of both grades**.

Example: 1st submission gets a 79, second submission gets a 95, your new grade will be 87

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

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 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.

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' (2003) 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 similar programs, it is necessary to set clear program standards regarding their use in our classes. Specifically, the FYC Program recognizes that language models 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 a clear expectation that all assignment submissions must constitute original pieces of writing composed by the student-author. By this standard, an **acceptable use** of ChatGPT (or a similar program) could take the form of

- writing an introduction paragraph that openly describes how this language model offered possible approaches to researching a particular topic, with any direct quotes placed in quotation marks.

By contrast, an **unacceptable use** of ChatGPT (or a similar program) could take the form of

- copying any amount of text from a language model without attribution, i.e. failure to include quotation marks around any directly quoted language, and an in-text citation for any paraphrased or quoted text (including text generated by ChatGPT or another language model).

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

Accommodations: UTEP is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Students are encouraged to visit CASS in room 106, Union East Building or contact them at 747-5148 or cass@utep.edu.

University Writing Center: UTEP's University Writing Center (UWC) offers free writing tutoring assistance for all UTEP students. The tutors are undergraduate and graduate students who can help with all parts of a writing assignment, including prewriting, organizing, revising, and editing. They can also help to understand any writing assignment and help work on comprehending difficult textbook material. Go to University Writing Center - UTEP to make an appointment with a writing center consultant.

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

Academic Calendar Fall 2023

Aug 28th	Fall classes begin
Aug 28th-Sept 1st	Late Registration (Fees are incurred)
Sept 4th	Labor Day Holiday- University Closed
Sept 13th	Fall Census Day
Nov 3rd	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 23rd-24th	Thanksgiving Holiday- University Closed
Dec 7th	Fall– Last day of classes

Course Calendar & Schedule Fall 2023

RWS Fall 2023 Calendar

Calendar is subject to change.

WEEK	MATERIAL	DUE
Week 1: August 28	Syllabus Introductions	Sept 1: Introductions Post
UNIT 1: STUDY OF SELF		
Week 2: Sept 5	Sept 4 is LABOR DAY Writing Process	Sept 8: Writing Process Post
Week 3: Sept 11	Plagiarism Literacy Narratives Material	Sept 15: Plagiarism Post
Week 4: Sept 18	Literacy Narratives Material & Essay	Sept 24: Literacy Narrative Essay
UNIT 2: RHETORICAL ANALYSIS		
Week 5: Sept 25	Essay Guidelines Rhetorical Situations	

Week 6: Oct 2	<i>Logical Appeals</i> <i>Logical Fallacies</i>	Oct 6: <i>Logical Fallacies Post</i>
Week 7: Oct. 9	<i>Work on Rhetorical Analysis Essay</i>	Oct 15: <i>Rhetorical Analysis Essay</i>
UNIT 3: SOCIAL ISSUES INVESTIGATION		
Week 8: Oct 16	<i>Topic Proposals</i> <i>Work on Topic Proposal</i>	Oct 22: <i>Topic Proposal</i>
Week 9: Oct 23	<i>Annotated Bibliographies</i>	Oct 29: <i>Annotated Bibliographies First Draft</i>
Week 10: Oct. 30	<i>Work on Annotated Bibliography Final Draft</i>	Nov 5: <i>Annotated Bibliography FINAL Draft</i>
Week 11: Nov. 6	<i>Reporting Information</i> <i>Report Essay Outline</i>	Nov 12: <i>Reporting Information Post & Report Essay Outline</i>
Week 12:	<i>Report Essay Final Draft</i>	Nov 19:

Nov. 13		Report Essay Final
Week 13 Nov 20	<i>Presentations for Report Essay</i>	Nov. 24: Submit Presentations to Blackboard
UNIT 4: ARGUMENT		
Week 14 Nov. 27	<i>Argument Styles</i>	
Week 15: Dec 4	<i>Argument Essay</i>	Dec. 10: Submit Argument Essay
FINALS WEEK: Dec. 11 – 15 Presentation Submission		