Rhetoric and Writing Studies RWS 1301  
CRN: 13752  
In fall 2020, all sections of RWS 1301 are 100% online

Instructor Information  
Name: Carlos Hernández Mercado, PhD  
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Online Office Hours: Office hours will be held online via Blackboard Collaborate on Fridays 9-11:59 am. I am also available at other days and times by appointment. Don’t hesitate to reach out!

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 their rhetorical and writing knowledge and skills within these five knowledge domains: writing process knowledge, subject matter knowledge, rhetorical knowledge, genre knowledge, and discourse community knowledge. 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.

In fall 2020, all sections of RWS 1301 and 1302 will be taught online. Regardless of the delivery system, 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

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**RWS 1301 & 1302 Learning Outcomes**

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

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**Rhetoric & Composition 1 (RWS 1301) Course Description**

*Rhetoric & Composition 1 (RWS 1301)* is designed to help you reach your academic and professional goals. Course assignments invite you to explore civic, cultural, political, or social concerns through topics that appeal to your sense of civic responsibility as a member of various communities. By engaging with your course topic through various genres, RWS 1301 encourages you to cultivate rhetorical skills while gaining domain knowledge in an area of special interest to you. The goals of RWS 1301 at UTEP are largely based on the Writing Program Administrators’ Outcomes.

You will use writing to inquire into different rhetorical situations, and you will create different types and genres of composition (not limited to academic essays). The curriculum consists of these 5 modules.

**MODULE 1 – Taking Inventory**

• Exploring texts
• Experimenting with multimedia
• Collaborative project on studying texts, authorship, and the idea of composition

MODULE 2 – Autoethnographic Study of Self and Language Experiences
• Language and literacy – relationship to home and language
• Looking back on your linguistic identities
• How do linguistic and cultural experiences affect your ideas about what it means to write in college?

MODULE 3 – Remixing the Self Study
• Adapting to another audience—audience analysis
• Examining an alternative genre –genre analysis
• Composing in a new medium
• Rhetorical analysis

MODULE 4 – Social Issue Investigation
• Identifying an issue of personal and social concern
• Interrogating assumptions, biases, and representations through topic research
• Report with annotated bibliography for future study

MODULE 5 – Visual argument
• Creating infographic, PSA, or alternative visual project
• Presentation of infographics and PSAs

Required Texts & Materials

An e-book available through the UTEP Bookstore.


Available at the UTEP Bookstore.
Additional required readings may also be posted on Blackboard.

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**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

200 Points: **MODULE 2** – Autoethnographic Study of Self and Language Experience

200 Points: **MODULE 3** – Remixing the Self Study

300 Points: **MODULE 4** – Social Issue Investigation

200 Points: **MODULE 5** – Visual argument

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**Grading**

**Writing Projects 1-5**

During the course you will complete five writing projects, each of which will go through multiple drafts before it is considered complete. As you go through the writing process, your drafts will be reviewed continually by your peers, your writing tutors, and me. You will receive copious feedback on the drafts you submit. These comments are aimed at redirecting your work for revision. One of the primary goals of the course is to learn how to rethink and rework your writing. The point is that an early draft is composed of first thoughts, and that a truly sophisticated piece of writing usually involves a great deal of reflection, analysis, and craft. This course is about experimenting with a process, and discovering whether that process can help deepen your sense of your writing and of yourself as a writer. Each completed project will be evaluated for its adherence to this multiple drafting process. I will be looking for ways in which you work through your assignments, how willing you are to take risks, and how much effort goes into each assignment. If you write with sincerity and a serious approach, you will probably do well in the course.
Journal Entries
You will be responsible for writing three discussion posts each week throughout the course. These responses should be approximately 150 words and provide a thoughtful response to the prompt. You should analyze the topics addressed, draw connections among the various readings and between the readings and your experiences. You must also engage in conversation with your classmates by replying to the other’s post. You must write at least two responses to different posts for each week. Replies to other’s posts must offer an insightful and detailed response; simple responses like “I agree” are not sufficient. Replies should be approximately 50 words.

Online Course Delivery

Course Delivery:
In fall 2020, RWS 1301 will be held fully online. The course is designed to engage students through discussions with your classmates and instructor through Blackboard (Bb), UTEP’s Learning Management System (LMS). The course will rely extensively on Blackboard, though your individual instructor may supplement it by incorporating other platforms and various media. In order to succeed in the course, you will need to have regular use of the internet and a stable connection. 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. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another 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 for the course by familiarizing themselves with the “Ready for Online Learning” guides to acclimate to online learning:
• Dispelling the Myths of Taking an Online Class
• Check Your Technology
• Communicating Effectively Online
• Managing Your Time Before It Manages You
• Online Teamwork
• Netiquette Guide for Online Courses

These guides are available on the navigation bar on the Blackboard shell for RWS 1301.

Students can also 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. (For example: jmartinez rhetanalysis draft; jmartinez rhetanalysis final).

Late Work: It is important to submit work before deadlines for full credit and feedback.

Classroom Etiquette and Netiquette

• Debate, critical inquiry, and intellectual diversity are essential elements to higher education and a process of learning. There is the potential during this course for controversial and sensitive topics to be discussed during small group or whole class interaction (whether face-to-face or online), and to surface through discussion board postings. You are expected to demonstrate respect and courtesy for your peers and instructor when they express differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech will not be permitted. Angry displays, whether in writing, online postings, or in class discussions will be handled as disruptions to the wellbeing of the class and responded to as negative participation.

• As a general rule: always consider audience, in class and online. As Virginia Shea writes in Netiquette, the first, or “golden,” rule of online practice is to “Remember the human.” Remember that members of the class and the instructor will be reading your postings. When reacting to someone else’s message (verbal or written), address the ideas, not the person and post only what anyone would comfortably state in a F2F situation.
• Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for your RWS classmates and instructor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space. If students wish to do so, they have the ethical obligation to first request the permission of the writer(s).

**University and Program Policies**

**FYC Class Attendance Policy**

According to UTEP’s *Curriculum and Classroom Policies*:
The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform each instructor of extended absences. When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor can drop the student from the class with a grade of W before the course-drop deadline or with a grade of F after the course-drop deadline. Please consult UTEP’s *Curriculum and Classroom Policies* for more information regarding Excused Absences for University-Recognized Activities, Absence for Religious Holy Days, and Military Leave.

Attendance is mandatory for all freshman-level courses. Students are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help students learn to improve their writing, often through the discussion of a sample student project (sometimes the student’s, sometimes one written by a classmate).

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

**For 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.

Please note that in fall 2020 the UWC will be operating fully online. Go to University Writing Center - UTEP to make an appointment with a writing center consultant.

There are now two options students can take advantage of:
1) Synchronous online assistance – students can go to our website (utep.edu/uwc) and use the link to log into Blackboard Collaborate. No Appointment Needed! We will review your paper with you live online! Visit our website for current hours and availability of Synchronous Sessions.
2) Email us your paper – go to our website (utep.edu/uwc) and choose the Email option. You can email your paper to us any time. We will review it during our next open hours of operation and return it to you with suggested revisions. There may be up to a 72-hour turnaround for emailed papers, so plan ahead!

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.

Important Dates for Fall 2020 Semester

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>Aug 24th</td>
<td>Fall classes begin</td>
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Aug 24-28th  Late Registration Period
Sept 7th    Labor Day Holiday- University Closed
Sept 9th    Fall Census Day  
Note: This is the last day to register for classes.

Sept 21st  20th Class Day
Oct 22nd    Midterm Fall 2020 Grades Due
Oct 30th   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 13th   Deadline to submit candidates' names for commencement program
Nov 26-27th  Thanksgiving Holiday - University Closed
Dec 3rd    Fall - last day of classes
Dec 4th    Dead Day
Dec 7-11th  Fall Final Exams

Course Schedule

RWS 1301: Online Course  
CRN: 13752
Class: 12:30pm – 1:20 pm  
MWF
Aug 24 – Dec 2020

Weekly Calendar (Subject to Change)

HCM = Habits of the Creative Mind; FYCH = First-Year Composition Handbook
BB=Blackboard.

Major assignments are in red
The due date for major writing assignments is ALWAYS Sunday at 11:30 PM (MST). No late work will be accepted.

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<tr>
<th>Weeks</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments/Due</th>
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| Week 1| Class introduction, syllabus | Review syllabus, Blackboard, Emails, Netiquette | Monday: Email
| Aug 24|                        |                                       | Wednesday: Find the mistakes in the email and rewrite it
|       |                        |                                       | Friday: Reflection on emotions and social media |
| Week 2 | Aug 31 | Exploring texts | Revision, Style, and Grammar  
FYCH: 14-43  
Research, Information, Literacy,  
and the Library  
FYCH: 44-90 | Monday: Journal entry on style  
Wednesday: Revision  
Friday: Finding sources |
| Week 3 | Sept 9 | Discourse communities | Orienting HCM: 1-20  
Discourse Community Project  
FYCH: 113-124 | Wednesday: Entry about discourse communities  
Friday: The idea of genre |
| Week 4 | Sept 14 | Language and Literacy –  
Relationship to home and  
language | Beginning  
HCM: 21-42  
How to Tame a Wild Tongue  
BB | Monday: Entry of different varieties of English  
Wednesday: Languages at home  
Friday: Collaborative project on studying texts,  
authorship, and the idea of composition |
| Week 5 | Sept 21 | Looking back on your  
linguistic identities | Paying Attention  
HCM: 43-62  
Teaching Standard English:  
Whose Standard?  
BB | Monday: Journal entry on Standard English  
Wednesday: Entry on multilingualism  
Friday: Discussion on power and language |
| Week 6 | Sept 28 | How do linguistic and cultural  
experiences affect your ideas  
about what it means to write in  
college? | Questioning  
HCM: 63-78  
The Aggressive Egg  
BB | Monday: Journal entry on the languages and  
world view: Sapir Whorf Hypotheses  
Wednesday: Entry on Terministic Screens  
Friday: Writing in College |
| Week 7 | Oct 5 | Adapting to another audience-  
audience analysis | Exploring  
HCM: 79-104  
Love is a Fallacy  
BB  
The Concept of Discourse  
Community  
BB | Monday: Positionality exercise  
Wednesday: Reflexivity diagram  
Friday: Autoethnographic Study of Self and Language  
Experiences |
| Week 8 | Oct 12 | Examining an alternative genre-  
genre analysis | Connecting  
HCM: 105-126  
Rhetorical Analysis  
FYCH: 137-151 | Monday: Audience comparison  
Wednesday: Musical genres  
Friday: Codes and tropes in music and cinema |
| Week 9 | Oct 19 | Rhetorical analysis | Working Deliberately  
HCM: 127-148  
On Shitty First Drafts  
BB | Monday: Rhetorical situation  
Wednesday: Ethos  
Friday: Pathos |
| Week 10 Oct 26 | Rhetorical analysis and arguments | Reflecting  
HCM: 149-176  
The Structure of Arguments  
BB | Monday: Logos  
Wednesday: Kairos  
Friday: Incorporating evidence in the Rhetorical analysis |
|----------------|---------------------------------|-------------------------------------------------|
| Week 11 Nov 2  | Identifying an issue of personal and social concern | Persisting  
HCM: 177-194  
Annotated Bibliography  
FYCH: 153-158 | Monday: Synthesis of rhetorical analysis  
Wednesday: Identifying political agendas  
Friday: Rhetorical Analysis |
| Week 12 Nov 9  | Interrogating assumptions, biases, and representations through topic research | Organizing  
HCM: 195-222 | Monday: Invisibilizing sources  
Wednesday: Implicit stances  
Friday: comparing syllabi |
| Week 13 Nov 16 | Report with annotated bibliography | Speculating  
HCM: 223-244 | Monday: Condensing information  
Wednesday: Claims and evidence  
Friday: Report with annotated bibliography for future study |
| Week 14 Nov 23 | Creating infographic, PSA, or alternative visual project | Playing  
HCM: 245-262  
Visual Argument  
FYCH: 173-188 | Monday: Spark, Sway, Soundcloud  
Wednesday: Multimodal samplers |
| Week 15 Nov 30 | Presentation of infographic and PSAs | What is education for?  
HCM: 270-281 | Monday: The rules of an infographic  
Wednesday: synthezising information  
Friday: Visual Argument |
| Week 16 Dec 7  | Pause and reflect | The Edge of Identity  
HCM: 282-301 | Monday: Journal entry. What have we done so far and what can we do with all this?  
Wednesday: Peer reviews  
Friday: Extra journal entries |