HYBRID ESOL 1311: Expository Composition for Speakers of English as a Second Language
Community Engagement and Leadership CEL
CRN: 25654
Semester/Year: Spring 2025

INSTRUCTIONAL TEAM

Instructor Daniel Ríos-Lopera	Email drioslopera2@utep.edu	Office Location: Teams - drioslopera2@utep.edu OFFICE HOURS: By Appointment Tuesdays 2pm - 5pm
Librarian (Library Corner) Jacob Galindo	Email infoliteracy@utep.edu	Office Location Library *If you need help with this class Research Guides, contact your Librarian.
Questions about your Service-Learning Hours? CCE Contact Heriberto Garcia (Program Manager)	Community Service Website Link Email Hjgarcia3@utep.edu	https://utep.givepulse.com/ CCE Office Location 1514 Hawthorne *Contact Heriberto if you have any questions about your community service hours.
ESOL LAB Activities & Tutoring (optional for 1311)	Email Esol.lab@utep.edu	Liberal Arts 238 *Contact the lab if you want to schedule a tutoring session or if you want to participate in a lab activity.

The syllabus is subject to change at the discretion of the instructor.

COURSE DESCRIPTION
This (CEL)* course focuses on the development of composition skills and strategies in problem-based discourse and the development of students' understanding of their role as socially-responsible members of society. The main goal is to build the knowledge and competencies that will enable students to be participating community leaders, while at the same time helping them recognize various rhetorical patterns relevant to problem discovery, description, and definition, as well as those relevant to analytical and evaluative writing in both printed and multimodal texts. Students will engage in service and reflect on these activities in writing to further develop their critical thinking abilities and continue developing their academic and language skills. These skills will be developed further through class discussions, planning techniques, guided and timed writing practices, and purposeful feedback and revisions. The concept of genre is also introduced through various readings and writing activities as well as in-class discussions.

*COMMUNITY ENGAGEMENT & LEADERSHIP (CEL) DESIGNATION

*The "CEL" designation for this course stands for "Community Engagement & Leadership" and is part of a new certificate program in the College of Liberal Arts (full details to be provided at the start of the course). The purpose of this CEL course is to strengthen students' understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Accordingly, course assignments and assessments are developed in line with the CEL program mission in Liberal Arts. Throughout the syllabus, students will find several CEL tasks and assignments. Students are expected

to contribute at least **20 hours** to our school partnerships to effect positive change in our community. These hours will be fulfilled through a combination of service-learning activities, major writing assignments, and oral presentations. Half of the hours will be working hands-on with your organization, and this will provide the groundwork for several of the writing and speaking assignments to be carried out in the course. Because this engagement will be integral to several of your assigned essays, oral reports, and homework assignments, approximately **35-40%** of your final grade will be CEL-related.

Hybrid course delivery
This section of ESOL 1311 is delivered in a hybrid format, with some class sessions held in the classroom and other instructional sessions or components conducted on-line. Hybrid classes demand that students develop good organizational and time-management skills, that they interact with instructors and classmates via computer-mediated communication as needed or required, and that students develop the ability to work independently. As with any other class, it is important to attend all sessions, and it is crucial to devote the necessary computer time to the class (see attendance policy).

OBJECTIVES
At the end of the course, students will be able to:
- Understand the concept of genre and discourse communities as a conceptual framework to evaluate and compose texts.
- Conduct a rhetorical analysis of a community-focused multimedia text (e.g., website) and identify (con)textual variables related to purpose, audience, messages, style/register, and language usage.
- Identify and describe community problems presented in texts (causes, effects, intervening factors) as well as strategies for a solution.
- Analyze and evaluate claims and arguments related to specific problems or situations and adopt a position regarding such problems or situations.
- Collect and synthesize information from multiple sources including personal experience arising from community engagement to compose well-argued proposals, describing possible alternatives or solutions to specific problems or situations.
- Employ effective strategies to develop well-organized, logical, and coherent problem-solution texts.

Community Engagement and Leadership "CEL"
- Identify the importance of community engagement as a form of civic engagement, participation, and a way to strengthen social responsibility.
- Increase self-confidence by doing good for others and the community, which gives a natural sense of accomplishment.
- Combat depression by serving their community and being in touch with others.
- Develop teamwork and interpersonal skills by collaborating with others while volunteering for an organization.

- Increase social justice and social responsibility awareness by volunteering for an organization.

EDGE
- Gain career-practice experience by attending sometimes extensive training at the Center for Community Engagement.
- Gain leadership skills by being active participants in community engagement.
- Students will develop confidence, communicative skills, and the ability to engage in teamwork through working on team-based activities.

Why Get Involved and Develop your leadership skills?
Whether you are a new, transfer, or returning student, being involved is one of the most important aspects of your college education. Not only will you increase your likelihood of graduation, but you will also strengthen your skills and develop your **Edge Advantage**, which will assist you in finding meaningful employment and pursuing graduate studies. Through the **Edge Experiences**, UTEP provides you with great opportunities to explore your potential, take risks, and try out new things and ideas.

Here are some other reasons to get involved:
- o It will make your college experience a valuable and enjoyable one.
- o You will be part of the campus community and make new friends.
- o You will build better relationships with other students, staff, and faculty.
- o You will build a support network.
- o It will enhance your interpersonal and leadership skills that are necessary for driving change.
- o You will fulfill your civic and social awareness and responsibilities.

How Do I Get Involved?
- o As a college student, determining how to invest your time and energy will have a great impact on your college experience. To determine what sparks your interest, consider the following questions:
- o What activities have you been involved with in the past that you have enjoyed? Some examples include student organizations, part-time employment, academic competitions, and community service.
- o What are some new things you want to do while you are in college? For example, meet new friends, step out of your shell, and build leadership skills.
- o What are your strengths? These may include listening to others, making others feel included, maintaining an active social media presence, and meeting people of different cultures and backgrounds.

Learning Modules
- o This course is designed using a modular format—that is, each week is "packaged" as a single module so that all the materials, and lecture notes are in one area for a given week.

MAJOR COURSE ASSIGNMENTS AND EXAMS
The following is an overview of assignments for this course. Specific guidelines, instructions, and recommendations for each assignment will be provided in class and/or through Blackboard by the instructor. The focus of this course will be on all stages involved in the writing process.

DIRECT SERVICE (CEL): Students will select an organization from this class list provided by UTEP's Center for Community Engagement to provide service. Students must complete 20 hours of direct service with the organization over the semester.

There will be some additional writing activities outside of the CEL project.

- WEBSITE ANALYSIS REPORT (CEL): Once students have chosen the organization, they would like to volunteer for from the list provided by UTEP's CUE website, they will review the website of that organization and analyze it rhetorically (audience, goals, organization, message, format, etc.) This analysis will be presented as a written report according to the guidelines specified on Blackboard. Students will provide their service to this organization, or if necessary, one of the other organizations **approved by the instructor and available on the CUE website (**https://utep.givepulse.com/) only.

  - EVALUATION ESSAY: Students locate a relevant argumentative or opinion text about a social problem, evaluate the claims being made, and adopt a position about such claims. Alternative views from other sources may be included.

- PROPOSAL ESSAY (CEL): Students will develop a proposal to help solve the problem related to the organization they have selected. Students will research various solutions that have been attempted and the results previously obtained (successful or not). Then, combining the information they have collected from research with their own observations and experiences working with the organization, students will propose and/or defend a specific solution that might be feasible to implement in the future, supporting their proposal with facts, and commenting on the necessary conditions for implementation. To carry out this assignment more effectively, students should complete at least **5 hours** before completing this assignment.

- ALTERNATIVE ASSIGNMENT (CEL) RESEARCH PAPER (not essay): Students who cannot do their 10 hours of direct community service with the organization are required to write a research paper of approximately 10-12 pages

equivalent to 10 hours. For this assignment students will choose an organization listed on the CUE that addresses the issue students selected to advocate for, e.g.: family violence, food insecurity, emotional distress, pet overpopulation, etc. Students will produce a ten-twelve-page research paper that provides information of the organization, including its target population, goals/mission, issue/need it is addressing, rationale for selecting this agency, and a clear connection to the local agency/issue. Research from this examination should offer information that can serve to help raise awareness on the issue.

- ORAL REPORTS ON SERVICE (CEL): Students will deliver oral presentations on their experience with community engagement. They will reflect on their specific experience as well as the problem explored through the aforementioned assignments.

- WRITING EXAMS (2): These timed writing exams (one before and one after the mid-term point) will focus on problem definition, a brief response to an essay-type question, and/or evaluative/argumentative writing (taking a position on a given statement). Students are required to take these exams with Respondus Monitor Lockdown browser.

- FINAL EXAM (in-person)
  Students are required to take a departmental final writing exam, which will be during final exams week in person (not online) on Monday from 7-9:45 AM, MST. Students will need to be ready with Respondus Monitor Lockdown Browser to take their exams online. *Students may not request to have this exam another day or time. If they miss it, they will miss their final exam grade.* The exam essay will focus on expository prose (argumentative or evaluative) and will be rated in relation to organization and development, text and paragraph structure, academic language usage, and grammar and mechanics.

  ==In addition to the assignments described above, the course may include a variety of homework assignments and other writing tasks such as journal writing, position/opinion papers, quick in-progress reports, library session handouts and quizzes, and etc.== **Some, not all, maybe CEL-related.**

  NOTE: Some modifications or adjustments may be made to the assignments described above according to the needs of students in each section.

ESOL LANGUAGE LAB--OPTIONAL
You do not have a lab requirement for this section. However, you are welcome to go to the lab and join in any lab activities. The lab offers writing tutoring, computer-assisted language learning (CALL) activities, conversation practice, among other activities. You may also visit UTEP's online Writing Center for assistance with your writing assignments. Writing tutoring will be available both in-person and online.

EXTRA CREDIT
You have the option of earning up to a maximum of 2% extra credit towards your final grade in this course. You can do this by participating in one or more research studies (approved by the ESOL Director) if they are offered to your class. Each assignment or study participation is worth 1% extra credit.

Extra Credit Opportunities

Students can earn up to **2% in extra credit** by participating in up to **4 credits of SONA experiments (0.5% in extra course credit per SONA credit)**. SONA is a Human Participant Pool System used for research conducted by faculty in the Department of Psychology and the Department of Latin-US and Linguistics. Students earn course credit by completing experiments that investigate a variety of issues in psychology and/or linguistics. Many of the studies posted in SONA are immediately relevant to linguistics because they investigate language use or depend on language use. A tutorial will be provided in class to show you how to use SONA to participate in research and earn extra credit for this class.

Late Penalties & WiFi Connection

When submitting work using a WiFi connection, double-check to ensure that the document has loaded correctly. Submit work ahead of the deadline to avoid late penalties. I won't close the submission link but if it's late (12:00 am is late), there will be 10 points subtracted for each day it is late, and you are required to notify me by e-mail (no blackboard messages) that your assignment was submitted late.

Grading (Blackboard doesn't calculate your midterm grade and final grade)
The final course grade is calculated as follows. All work should be submitted in a Microsoft Word document, or it will miss the grade. No pdf files or shared document links are allowed when submitting assignments on Blackboard.

In-Class Writing Exam 1	7%
In-Class Writing Exam 2	8%
Evaluation Essay	10%
Assignments/Quizzes/Class Participation	15%
Final Departmental Exam (in person)	25%
COMMUNITY ENGAGEMENT (CEL) TOTAL 35%	
10 Hours of Direct Service to the Organization -CEL or Alternative Assignment (15-pages Research Paper)	15%
Website Rhetorical Analysis-CEL	5%
Proposal Essay-CEL	10%
Oral Reports	5%
Total	100%

*Direct service hours have a considerable impact on your grade for this class.

Grades are assigned on this scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

In order to pass the course, a grade of *"C"* or higher must be obtained. If a lower grade is obtained, the course must be re-taken.

TECHNOLOGY REQUIREMENTS
Some course content is delivered via the Internet through the Blackboard learning management system.
   ✓ A *laptop/tablet/iPad is required to be used in class sessions throughout the semester*. Students can check out a laptop for free on the 3ʳᵈ floor of the library. For more information about it, here is the link: https://www.utep.edu/technologysupport/tscenter/tsc_eqcheckout.html
   ✓ All assignments during class and outside of class will be submitted electronically.
   ✓ A working UTEP email account
   ✓ Stable internet access
   ✓ Access to Blackboard (Bb).
   ✓ A Blackboard-friendly browser—Google Chrome & Mozilla Firefox are the best.
   ✓ MS Office: you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook, and more) **for free** via UTEP's Microsoft Office Portal. Your assignments must be submitted in a Microsoft Word or they will miss the grade. Click the following link for more information about Microsoft Office 365 and follow the steps to

download the software:
https://www.utep.edu/technologysupport/ServiceCatalog/SOFTWARE_PAGES/soft_microsoftoffice365.html
and follow the instructions.
✓ Respondus Lockdown Browser for free from UTEP's blackboard's page under Tools to be used in exams.

IMPORTANT: Check that your computer hardware and software are up-to-date and able to access all parts of the course. If your browser is not equipped to navigate the new Blackboard environment, then you may contact the technology "help" desk.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk (helpdesk@utep.edu) as they are trained specifically in assisting with the technological needs of students. **Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you.**

TEST PROCTORING SOFTWARE
Course assessments may make use of Respondus LockDown Browser and Respondus Monitor inside of Blackboard to promote academic integrity. You are encouraged to learn more about how to use these programs prior to the first test.

Please review the following guidelines:

- The assessments will only be available at the times identified on Blackboard.
- A reliable Internet connection is essential to completing the exam. If you must go to a location to take the exam (such as the library), be sure to follow their health and safety requirements.
- Respondus Lockdown Browser will require that all internet tabs are closed prior to the start of the test.
- Respondus Monitor requires a webcam and microphone.
- You will be required to show the webcam your student ID prior to the start of the test.
- Your face should be completely visible during the test. Blocking the camera will disable the test.
- No notes or textbook materials are permitted during the test. Respondus Monitor requires you to take a video of your surrounding area (desk, chair, walls, etc.)
- You should not have conversations with other people and/or leave and return to the area during the test.

IMPORTANT: Check that your computer hardware and software are up-to-date and able to access all parts of the course. If your browser is not equipped to navigate the new Blackboard environment, then you may contact the technology "help" desk.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk (helpdesk@utep.edu) as they are trained specifically in assisting with the technological needs of students. **Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you.**

NETIQUETTE
As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep network etiquette guidelines in mind. Failure to observe them may result in disciplinary action.

o Always consider the audience. This is a college-level course; therefore, all communication should reflect polite consideration of others' ideas.

o Respect and courtesy must be provided to classmates and the instructor at all times. No harassment or inappropriate postings will be tolerated.

o Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on these online spaces is intended for classmates and professors only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

ANNOUNCEMENTS
Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

COMMUNICATION STATEMENT
I will be checking my Email around 8AM Mountain Standard Time every day. You may send me an email or a Blackboard course message in case you need to communicate with me. These are the best 2 ways to contact me. I will respond to you but understand that it may take up to 8 hours.

ATTENDANCE AND PARTICIPATION

- During the fall or spring semester, if students have more than 3 absences, their final course grade will be lowered 1.5 points for every absence after the third one. Students with more than 3 absences may not pass the class, but **it is up to the students to drop the class. Instructors will NOT drop them.**
- Late arrivals and early departures will also carry penalties for purposes of dropping or lowering the course grade (two late arrivals equal one absence, two early departures equal one absence, and one late arrival plus one early departure equal one absence). It is the responsibility of each student who arrives late to notify the instructor at the end of the class period so his/her attendance can be recorded.
- It is also important to keep in mind that students may also fail the class for lack of effort (e.g., not turning in major assignments on time). Exceptions due to medical emergencies or illness must be properly documented.

Exceptions to the above-stated attendance policies are only made under the following circumstances: (1) a medical emergency requiring hospitalization, (2) jury duty, or (3) official UTEP business such as athletics, debating team, or band. These circumstances must be properly documented (official proof). Documentary proof of official UTEP business or jury duty must be provided **ten calendar days** before the fact; documentation of hospitalization must be provided as soon as possible.

NOTE: Students who are sick and may be contagious should NOT come to class. If you do not have medical documentation that you are too sick to come to class, your two allowable unexcused absences can be used without penalty, and you may make up the classwork. It is therefore important that you do not miss class unless absolutely necessary, so you have the allowable absences available in case of illness.

ACCOMMODATIONS AND COUNSELING SERVICES
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations. For students who need accommodations, go to https://www.utep.edu/student-affairs/cass/ and if you want to contact staff at CASS, send them a message CASS@UTEP.EDU.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

COPYRIGHT STATEMENT FOR COURSE MATERIALS
All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for this course. They may not be further disseminated.

SCHOLASTIC INTEGRITY
Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign has used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

USE OF AI TECHNOLOGIES

WHAT IS ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY?

Artificial Intelligence (AI) technology refers to the development and implementation of computational systems that possess the ability to perform tasks that typically require human intelligence. Ideally, these tasks enable individuals to engage in a wide range of activities including learning, reasoning, problem-solving, perception, language understanding, and decision-making. Within educational contexts, understanding what AI tools exist to support these activities and developing individuals' AI literacy (their ability to comprehend, critically evaluate, and apply AI output) is of essential importance.

EXAMPLES OF AI TOOLS IN HIGHER EDUCATION

Generative AI Tools
Generative AI refers to a class of AI models and systems that has the ability to generate new content, data, or outputs that resemble and, in some cases, are indistinguishable from human-created content. These systems are designed to identify patterns and structures from existing data and then use that knowledge to create novel outputs.

Examples:
- ChatGPT is a conversational AI model developed by OpenAI, based on the GPT-3.5 architecture. It excels in natural language understanding and generation, allowing it to engage in dynamic and contextually-relevant conversations. Trained on diverse Internet text, ChatGPT can provide information, answer questions, and generate human-like responses across a wide range of topics.
- Grammarly is a writing assistance tool that helps users improve the quality and correctness of their written content. It employs advanced algorithms to identify and correct grammar, spelling, punctuation, and style issues in real time, providing users with suggestions to enhance the clarity and coherence of their writing. Grammarly is available as a browser extension, desktop application, and mobile app, making it a versatile tool for individuals seeking to enhance their writing proficiency.
- DALL-E is an artificial intelligence model created by OpenAI that specializes in image generation. It is a variant of the GPT-3 architecture and is capable of creating unique and diverse images based on textual descriptions. DALL-E can generate images from textual prompts, demonstrating the ability to create imaginative and novel visuals by extrapolating from the patterns it learned during training.

USING AI IN THIS ESOL CLASS

Some AI technologies or automated tools, particularly generative AI such as ChatGPT or Grammarly, can be beneficial for some class activities, and your instructor will inform you when it is applicable and permitted in this class and guide you as to its use. However, keep in mind that AI-generated ideas are not your own and may delay your ability to think critically and creatively about a problem. Furthermore, inappropriate use of AI can delay your English language development, an important objective of this course.

AI cannot reproduce critical thought, reflection, or personal insights, and it is also important to remember that these technologies often "hallucinate" or produce materials and information that are inaccurate or incomplete—even providing false citations for use.

Use of AI technologies or automated tools, particularly generative AI such as ChatGPT or DALL-E, ***is only allowed with approval from the instructor BEFORE being used***. Without permission, you will be expected to think creatively and critically to complete assignments without assistance from these tools.

If you use any information or materials created by AI technology with the permission of your instructor, you must properly cite and give full credit to the program used upon submission of every relevant assignment. For example, text generated using ChatGPT must be cited:

Chat-GPT(version). Date of query (year/month/day). "Text of your query." Generated using OpenAI. https://chat.openai.com/

Consider how this will affect your credibility as a writer and scholar before doing so. **Any direct use of AI generated materials submitted as your own work will be treated as plagiarism and reported to the Office of Community Standards**

https://www.utep.edu/student-affairs/standards/

> **NOTE: The allowance of AI is dependent on the individual class and instructor. In some classes AI may be 100% prohibited.**

ESOL SEQUENCE OF COURSES
Students enrolled in ESOL courses are required to take courses in sequence according to their placement into the program. The sequence of courses in the ESOL program is as follows:

Level 1) ESOL 1610
Level 2) ESOL 1406 & ESOL 1309 (both must be completed before enrolling in the next courses)
Level 3) ESOL 1311 & ESOL 1310 (both must be completed before enrolling in the next course)
Level 4) ESOL 1312

> *Note 1: ESOL 1311 and ESOL 1312 are credit-bearing courses with credits that count toward graduation, as they are equivalent to ENGL 1311 and ENGL 1312 (required first year composition courses at UTEP).*

> *Note 2: All ESOL courses must be passed with a "C" or better before enrolling in the next course. Students who receive a D or F must retake the course and pass with a C or better before enrolling in the next level.*

Helpful UTEP Links for Students
Academic Advising
Mike Loya Academic Services Building
Academic Advising
Department of Chicano Sudies, Languages, and Linguistics
Financial Aid
Office of International Programs
Office of Student Affairs
Academic Integrity
Registration and Records
Student Health and Wellness Center
Scholarships
University Counseling Center
University Career Services
UTEP Library
APA & MLA
Citing Sources
University Writing Center
UTEP Housing and Residence Life
Technology Support
Email HelpDesk to get assistance with Technology
GivePulse Community Engagement and Leadership
Email Dr. Mossman_ESOL Director
Jennifer Urban-Flores_Librarian
ESOL LAB Email
Heriberto Garcia Email for Help with Community Service
Office 365