Instructor Information:
Name: Elizabeth M. Levesque
Email: emtorres3@utep.edu
Best Contact: via Remind
Office Hours:
Office hours will be held in person in the University Writing Center on Mondays from 10:30-12:00pm. I am also available at other days and times by appointment. I am also available through Zoom by request. I will post a recurring link on our Blackboard page that you can use for this class. 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 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 5 modules:

1. **Community Engagement Proposal**: Students will explore issues and concerns in their communities (home, place of worship, civic, work, school) and will identify a problem connected with the community 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 memo.

2. **Community Genre Analysis**: Students will identify two distinct texts in different genres (written, visual, and/or oral) created by their organization or related to their selected issue. Students will write an explanatory 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 research questions pertaining to the topic and their inquiry. Local research may include field
observations, 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. Students have the option to change their focus. 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 and creating an evaluative annotated bibliography.

5. **Multimodal Community Product/Tool**: Students will create a multimodal product or tool based on the needs of their community partner, organization, or a topic they are exploring. This can be an individual or group assignment to be completed with classmates focused on a similar topic. The goal of this project is to synthesize the research and writing students have done and present it to their classmates and/or chosen community.

### Required Texts & Materials


Available at the UTEP Bookstore.
USTEP First-Year Composition Handbook
An e-book available through the UTEP Bookstore

Additional required readings may also be posted on Blackboard.
Access to Microsoft Word, or ability to save files as .doc or .docx files.
A USB drive is strongly advised for saving work throughout the semester.

**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**
**Module 2 Community Genre Analysis**
**Module 3 Local Fieldwork**
**Module 4 Broader Community Study**
**Module 5 Multimodal Community Product/Tool**

**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 spring 2022, 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 or 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. (For example: jmartinez rhetanalysis draft; jmartinez rhetanalysis final).

**Late Work:** It is important to submit work before deadlines for full credit and feedback. There is a 2-day late window on all major assignments in case of emergencies. This is in case your computer decides to update right when the assignment is due or you get in a car accident. You are expected to turn in assignments well before they are due, but I understand things come up and this late window is there for emergency use. Late assignments will no longer be accepted if a student uses the late window often and takes advantage of it.

**Participation:**
Participation includes Discussion Boards, Journals, and Peer Review. There must be one discussion post and one journal post of 150-words or more each week. There must also be 2 comments to peers discussion posts of at least 50-words or more each week. Peer Reviews on certain major assignments must be comprehensive and not just "Your paper looks great!" These responses should also be over 150-words. As this class will be taught asynchronously on the hybrid day, you are expected to keep up with all minor assignments that are available weekly. This counts as your participation as well as your attendance.
**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 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]

For Online courses
In an online class, attendance is measured by participation in class activities. The attendance policy for online courses aligns with the structure for face-to-face courses, with each missed week of class activities constituting absence from a week of class.
The instructor can measure participation through various pathways, such as completion of scaffolded activities and discussion posts, and responding to other students' posts and feedback. We also recommend measuring course activity by using the Course Reports feature on Blackboard, particularly the Course Activity Overview.

When it becomes evident that it is not possible to participate in class, the program recommends that the student contact the instructor to discuss the attendance policy and how it applies, before resuming robust participation in class activities.

**Drop Policy**
If you cannot complete this course for whatever reason, please contact your instructor. Your instructor can help you with the drop process and you can contact the Registrar's Office. If you do not drop, you are at risk of being dropped by the instructor and possibly receiving an “F” for the course.

**Academic Integrity**
The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts. Instructors are required to report the suspected academic dishonesty to the Office of Student Affairs. Visit the Office of Student Conduct and Conflict Resolution page for more information on Academic integrity.

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

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

**Military Students**
If you are a military student (veteran, dependent, active) please visit the Military Student Success Center. I also recognize the complexities of being a student veteran. If you are a student veteran, please inform me if you need special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with university staff who are trained to assist you.

### Course Support Resources

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<tr>
<th>Title IX</th>
<th>915-747-8358</th>
<th>Institutional Compliance</th>
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<tbody>
<tr>
<td>Dean of Students</td>
<td>915-747-5648</td>
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<tr>
<td>UTEP Health &amp; Wellness Center</td>
<td>915-747-5624</td>
<td><a href="https://www.utep.edu/chs/shc/studenthealth@utep.edu">https://www.utep.edu/chs/shc/studenthealth@utep.edu</a></td>
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<tr>
<td>UTEP Police Department</td>
<td>915-747-5611</td>
<td><a href="https://www.utep.edu/police/police@utep.edu">https://www.utep.edu/police/police@utep.edu</a></td>
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<td>Counseling and Psychological Services</td>
<td>915-747-5302</td>
<td><a href="https://www.utep.edu/student-affairs/counsel/caps@utep.edu">https://www.utep.edu/student-affairs/counsel/caps@utep.edu</a></td>
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Academic Calendar Spring 2022

Jan 17th Dr. Martin Luther King, Jr. Holiday – University Closed
Jan 18th Spring classes begin
Jan 18-21st Late Registration (Fees are incurred)
Feb 2nd Spring Census Day
Mar 14-18th Spring Break (*TENTATIVE*)
Mar 25th Cesar Chavez Holiday – no classes
Apr 1st Spring Drop/Withdrawal Deadline
Apr 15th Spring Study Day
May 5th Spring – Last day of classes
May 6th Dead day
May 9-13th Spring Final Exams
May 18th Grades are Due
Your instructor will provide you with a course schedule specific to your class.

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<thead>
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<th>Week</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments Due</th>
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<tr>
<td>Week 1</td>
<td>* Module 1: Community Engagement Proposal</td>
<td>Review syllabus</td>
<td>* Syllabus Quiz Due 1/23</td>
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<td>1/17-1/23</td>
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<td>EAA: Chp 1</td>
<td>* Discussion Board Due 1/21</td>
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<td>FYC: Welcome to RWS 1302</td>
<td>* DB Comments Due 1/23</td>
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<td>FYC: Module 1</td>
<td>* Journal Due 1/23</td>
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<td>Week 2</td>
<td>* Module 1: Community Engagement Proposal</td>
<td>EAA: Chp 2</td>
<td>* Discussion Board Due 1/28</td>
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<td>1/24-1/30</td>
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<td>* DB Comments Due 1/30</td>
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<td>* Journal Due 1/30</td>
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<td>Week 3</td>
<td>* Module 1: Community Engagement Proposal</td>
<td>EAA: Chp 17</td>
<td>* Assignment #1 Due 2/6</td>
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<td>1/31-2/6</td>
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<td>* Discussion Board Due 2/4</td>
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<td>* DB Comments Due 2/6</td>
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<td>* Journal Due 2/6</td>
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<td>Week 4</td>
<td>* Module 2: Community Genre Analysis</td>
<td>EAA: Chp 3</td>
<td>* Discussion Board Due 2/11</td>
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<td>2/7-2/13</td>
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<td>FYC: Module 2</td>
<td>* DB Comments Due 2/13</td>
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<td>* Journal Due 2/13</td>
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<td>Week 5</td>
<td>* Module 2: Community Genre Analysis</td>
<td>EAA: Chp 6</td>
<td>* Discussion Board Due 2/18</td>
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<td>2/14-2/20</td>
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<td>* DB Comments Due 2/20</td>
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<td>* Journal Due 2/20</td>
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<td>Week 6</td>
<td>* Module 2: Community Genre Analysis</td>
<td>EAA: Chp 31</td>
<td>* Assignment #2 Due 2/27</td>
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<td>2/21-2/27</td>
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<td>* Discussion Board Due 2/25</td>
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<td>* DB Comments Due 2/27</td>
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<td>* Journal Due 2/27</td>
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<tr>
<td>Week 7</td>
<td>* Module 3: Local Fieldwork</td>
<td>EAA: Chp 15</td>
<td>* Topic Proposal Due 3/6</td>
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<td>2/28-3/6</td>
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<td>FYC: Module 3</td>
<td>* Discussion Board Due 3/4</td>
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<td>* DB Comments Due 3/6</td>
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<td>* Journal Due 3/6</td>
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<td>Week 8</td>
<td>Module 3: Local Fieldwork</td>
<td>EAA: Chp 20 BB: Lamott, Shitty First Drafts</td>
<td>*Discussion Board Due 3/11 *DB Comments Due 3/13 *Journal Due 3/13</td>
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<td>Spring Break</td>
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<td>Week 9</td>
<td>Module 3: Local Fieldwork</td>
<td>EAA: Chp 21 and 35</td>
<td>*Assignment #3 Due 3/27 *DB Comments Due 3/27 *Journal Due 3/27</td>
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<tr>
<td>Week 10</td>
<td>Module 4: Broader Community Study</td>
<td>EAA: Chp 14 and 21 FYC: Module 4</td>
<td>*Discussion Board Due 4/1 *DB Comments Due 4/3 *Journal Due 4/3</td>
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<td>Week 11</td>
<td>Module 4: Broader Community Study</td>
<td>EAA: Chp 23 BB: DeVoss &amp; Rosatti</td>
<td>*Assignment #4 Rough Draft Due 4/17 *DB Comments Due 4/15 *Journal Due 4/17</td>
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| Week 14 | 4/25-5/1 | Module 5: Multimodal Community Product/Tool | BB: Yancey “Made Not Only in Words”  
EAA: Chp 10  
FYC: Module 5 | *Storyboard Due 5/1  
*Discussion Board Due 4/29  
*DB Comments Due 5/1  
*Journal Due 5/1 |
|---|---|---|---|---|
| Week 15 | 5/2-5/8 | Module 5: Multimodal Community Product/Tool | BB: Otashi & Heffernan  
EAA: Chp 34 | *Discussion Board Due 5/6  
*DB Comments Due 5/8  
*Journal Due 5/8 |
| Week 16 | 5-9-5/13 | Module 5: Multimodal Community Product/Tool | | *Product/Tool Due 5/13  
*Journal Due 5/13 |