

## Rhetoric and Writing Studies RWS 1302

### Instructor Information:

**Name:** Huliet Moreno (Mx. Moreno)

**Pronouns:** They/them, She/Her

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### Office Hours:

I'll be available to you all through office hours for questions or requests regarding the class. You can also always find my office hours schedule and place on Blackboard, on the table of contents on the left. I can meet face- to-face with you all in the University Writing Center, located in the library's main floor.

### 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 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

### **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.

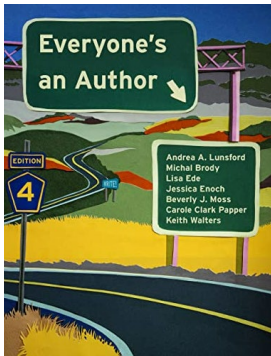
## Rhetoric & Composition 1 (RWS 1302) Course Description

**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

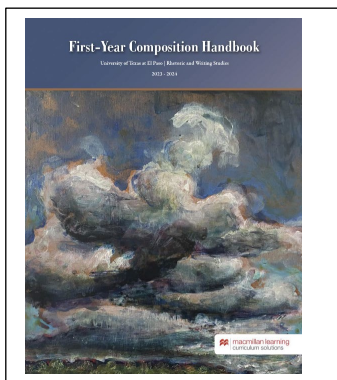


Lunsford, A., Brody, M., Ede, L., Enoch, J., Moss, B.J., Papper, C.C., Walters, K. (2023).

Everyone's an Author, 4<sup>th</sup>. Norton Publishing.

ISBN: 978-1-324-04510-6

Available at the UTEP Bookstore.



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

An e-book available through the UTEP Bookstore. Additional required readings may also be posted on Blackboard.

## Technology

This course will make extensive use of basic technological tools.

Please, make sure you have:

- A device with which you can access the Blackboard

website. Preferably, a computer. Phones are not recommended for daily Blackboard use.

- Stable internet connection
- A word processor. Preferably, Microsoft Word. Remember, having an UTEP e-mail grants you access to many applications, Word is one of them!

If you have limited access to any of these tools, do not despair! Refer to the Course Delivery section in this syllabus for more information.

### 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

I will consider the following grading criteria to gradually evaluate your work.

- Discussion participation: 100 points
- Activities and presentations: 200 points
- Major assignments: 600 points
- Attendance and etiquette/netiquette: 100 points

**Discussion participation:** We will engage in frequent conversations where you will converse with your classmates about differing topics. For further details, refer to the course schedule, where you'll find further details about each assignment.

**Activities and presentations:** Throughout the semester, I'll assign different small activities for you to complete and upload to Bb. Examples of these are brief essays or presentations you will design about a certain topic.

**Major assignments:** Every other week, you will need to complete a Major Assignment. Each activity throughout the semester will be designed to scaffold towards each major assignment. There will be 3 of them, 200 points each.

**Attendance and etiquette/netiquette:** For more information about attendance and etiquette/netiquette, refer to the next section of the syllabus.

## Course Delivery

In Fall 2023, 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.

The following are the applications we'll be using throughout the course. Pay attention to the Announcements section in Bb in case any of this change.

- Blackboard (Bb)
- Outlook, UTEP e-mail service
- Word processor (recommended: Microsoft Word)

**Late Work:** All course work you compose should be delivered by the dates written in the calendar. As a college student, it's expected of you to organize your time effectively and be responsible with your assignments. Having said this, we're in a pandemic, and your wellbeing and those of the people you love matter the most. Please, communicate with me if you ever feel like you won't be able to deliver the assignments on time. If you do this, we can always arrange something.

**Participation:**

Since this particular version of the class will take place entirely within Blackboard, it is imperative you participate in each discussion board with a contribution. Do take note of each Discussion Board's guidelines, as most of them will require that you post your own thread, followed by at one reply to your fellow classmates.

**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, transphobic, 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.

**Small note:**

The use of Microsoft Word to submit documents is mandatory. Please, do not submit any word documents made in Pages or any other word-processor software. Again, Microsoft Word is free for

any UTEP student. Any document submitted in the wrong format will not be accepted.

## 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 Hybrid Classes:** The attendance policy for hybrid courses aligns with the structure for face-to-face courses with each missed weekly class meeting constituting absence from a week of class.

The program recommends that the student contact the instructor to discuss the attendance policy and how it applies in cases in which it is not possible to attend a weekly class meeting, while continuing to maintain robust participation in class activities. [see also online courses]

**Drop Policy:** If you cannot complete this course for whatever reason, please contact your instructor 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' (2023) 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](mailto:cass@utep.edu).

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

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

### Course Support Resources

Title IX	915-747-8358	<a href="#">Institutional Compliance</a>
Dean of Students	915-747-5648	<a href="#">Dean of Students</a>
UTEP Health & Wellness Center	915-747-5624	<a href="https://www.utep.edu/chs/shc/">https://www.utep.edu/chs/shc/</a> <a href="mailto:studenthealth@utep.edu">studenthealth@utep.edu</a>
UTEP Police Department	915-747-5611	<a href="https://www.utep.edu/police/">https://www.utep.edu/police/</a> <a href="mailto:police@utep.edu">police@utep.edu</a>
<b>Counseling and Psychological Services</b>	915-747-5302	<a href="https://www.utep.edu/student-affairs/counsel/">https://www.utep.edu/student-affairs/counsel/</a> <a href="mailto:caps@utep.edu">caps@utep.edu</a>

### Academic Calendar Fall 2023

<b>Aug 28th</b>	Fall classes begin
<b>Aug 28th-Sept 1st</b>	Late Registration (Fees are incurred)
<b>Sept 4th</b>	Labor Day Holiday- University Closed
<b>Sept 13th</b>	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 Schedule**

A Course Schedule will be made available in Blackboard.