

Rhetoric and Writing Studies RWS 1302
CRN: 12011

Instructor Information:**Name:** Hem L. Pandey**Email:** hlpandey@miners.utep.edu**Phone:** 9158030155**Office Hours:** Tuesdays 12:00-1:30 pm (University Writing Center)

I will be available to you all through office hours for questions or requests regarding the class. Please, email me and let me know if you need to talk and meet on zoom on Tuesdays or any other days.

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 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 2 (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.

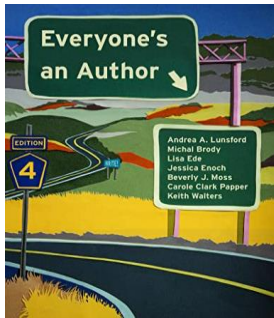
The curriculum consists of these 5 modules:

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.

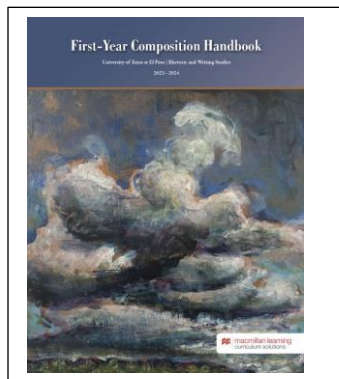
2. **Community Genre Analysis:** Students will identify two distinct texts in different genres (written, visual, and/or oral) created by their organization or related to their selected issue. Students will write an explanatory genre analysis of the two texts and how they operate rhetorically. Students 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, 4th*. 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.

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 (100 pts)

Module 2: Community Genre Analysis (150 pts)

Module 3: Local Fieldwork (150 pts)

Module 4: Broader Community Study (150 pts)

Module 5: Multimodal Community Product/Tool (150 pts)

Attendance (100 pts)

DB Posts (100 pts)

Discussion and Participation (100 pts)

Grading:

Modules [70%]

During the course you will complete five major assignment 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 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.

Participation and Peer Response [10%]

This is a workshop style class in which each person's participation is essential. I encourage you to be a lively participant in our discussions. What you offer to the whole group in discussions can help stimulate all of us. I expect that you will offer thoughtful, informed responses, ask questions, and feel welcome to challenge views expressed by your classmates and me. Please do not hesitate to ask when you have questions about your writing or about other aspects of the course. Throughout the semester,

you will be engaged in frequent peer response sessions. I am interested in what you contribute to the community of your peers, and also how you utilize their feedback in guiding your revision.

Attendance [10%]

Attendance and Lateness: As undergraduate students, you are expected to attend and participate fully in every class session. Students who anticipate being absent need to notify me ahead of time, although this does not excuse the absence. More than two absences (equivalent to one week of class) may jeopardize your ability to pass the course. I urge you to be in communication with me, and your classmates, if there is a reason why you must be absent. If you are going to be late for class for any reason, please join the class rather than missing it and getting marked absent. I will take your attendance at 10:30. You will be marked as 100% Present if you arrive till 10:35 and 50% Present till 10:50, and absent then after. So, please be on time in class.

DB Posts [10%]

On what you are assigned to read, post a brief critical summary of your insights on the Blackboard discussion board (Due on prior to the class day (by 11.59 p.m.)). You will have at least 10 DBs in the entire semester. The post will be of not less than 200 words.

I will assign due dates for each assignment and will provide guidelines to them describing my expectations, constraints, and deadlines for each project. You are required to check Blackboard regularly so that you will not miss them.

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

Course Delivery

In Fall 2023, RWS 1302 will be held primarily face-to-face on campus. 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. 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.

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

University and Program Policies

FYC Class Attendance Policy: According to UTEP's [Curriculum and Classroom Policies](#):

The student is expected to attend all classes and laboratory sessions. It is the responsibility of the student to inform the 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.

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**.

I can measure participation through various pathways, such as completion of scaffolded activities and discussion posts, and responding to other students' posts and feedback.

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.

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	<u>Institutional Compliance</u>
Dean of Students	915-747-5648	<u>Dean of Students</u>

UTEP Health & Wellness Center	915-747-5624	https://www.utep.edu/chs/shc/studenthealth@utep.edu
UTEP Police Department	915-747-5611	https://www.utep.edu/police/police@utep.edu
Counseling and Psychological Services	915-747-5302	https://www.utep.edu/student-affairs/counsel/caps@utep.edu

Academic Calendar Fall 2023

Aug 28th	Fall classes begin
Aug 28th-Sept 1st	Late Registration (Fees are incurred)
Sept 4th	Labor Day Holiday- University Closed
Sept 13th	Fall Census Day
Nov 3rd	Fall Drop/Withdrawal Deadline
	Note: Student-initiated drops are permitted after this date, but the student is not guaranteed a grade of W. The faculty member of record will issue a grade of either W or F.
Nov 23rd-24th	Thanksgiving Holiday- University Closed
Dec 7th	Fall– Last day of classes

Course Schedule

I will provide you with a course schedule in Blackboard in every week's folder.