

Rhetoric and Writing Studies RWS 1301
CRN: 27261

Instructor Information:

Name: **Hem L Pandey**

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Office Hours: **4:00-5:30 Mondays (Via Zoom)**

Meeting ID: **969 349 1220**

I will be available to you all through office hours via Zoom for questions or requests regarding the class. Please, email me and let me know if you need other days to talk about course related issues.

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 is 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 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: surveys, interviews, observations, case studies, 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 1301) Course Description

Rhetoric & Composition 1 (RWS 1301) is designed to help students in all disciplines reach their academic and professional goals as writers. Course assignments invite students to explore cultural, political, linguistic, racial, and social issues through topics that appeal to their interests and sense of civic responsibility as members of various academic and non-academic communities.

The curriculum consists of these 5 modules.

MODULE 1 – Taking Inventory

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

MODULE 2 – Autoethnographic Study of Self and Language Experiences

- Language and literacy – relationship to home and language
- Looking back on your linguistic identities
- How do linguistic and cultural experiences affect your ideas about what it means to write in college?

MODULE 3 – Remixing the Self Study

- Adapting to another audience—audience analysis
- Examining an alternative genre –genre analysis
- Composing in a new medium
- Rhetorical analysis

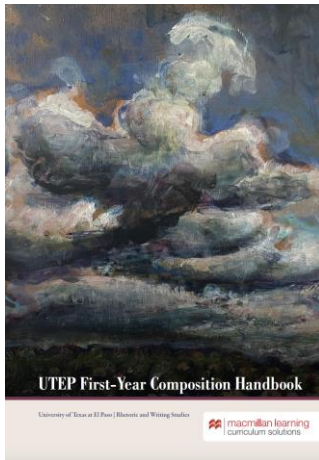
MODULE 4 – Social Issue Investigation

- Identifying an issue of personal and social concern
- Interrogating assumptions, biases, and representations through topic research
- Report with annotated bibliography for future study

MODULE 5 – Visual argument

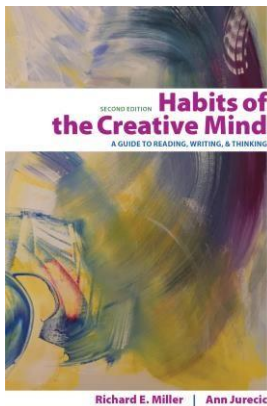
- Creating infographic, PSA, or alternative visual project
- Presentation of infographics and PSAs

Required Texts & Materials



UTEP First-Year Composition Handbook

An e-book available through the UTEP Bookstore.



Miller, R. E., & Jurecic, A. (2020). *Habits of the Creative Mind: A Guide to Reading, Writing, & Thinking* (2nd ed.) Available at 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 and below = F

100 Points: MODULE 1 – Taking Inventory

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

100 Points: MODULE 3 – Remixing the Self Study

200 Points: MODULE 4 – Social Issue Investigation

200 Points: MODULE 5 – Visual argument

200 Points: Discussion Post on Blackboard, Participation and Peer Response

100 Points: Attendance

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.

DB Posts, Participation and Peer Response [20%]

On what you are assigned to read, post a brief summary of your insights on the Blackboard discussion board **Due Monday 9**. You will have at least 10 DBs in the entire semester. The post will be of not less than 250 words.

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 which will be reflected through your comments on friend's posts. 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%]

As undergraduate students, you are expected to attend and participate fully in every class session. You will demonstrate your attendance by completing each week's Blackboard module, which will include actively engaging in reading and related discussions.

Policy:

- *Students are entitled to a single week of unexplained absences without penalty.*
- *After 2 weeks of absence (not necessarily consecutive classes) the student's grade is lowered by a full letter (A becomes B, etc.).*
- *After 3 weeks of absence (not necessarily consecutive), the student is automatically dropped from class.*
- *Missing a scheduled conference with me also constitutes an absence.*

Since it is an online class, I will mark your presence on the basis of your completion of the module assignments. If you fail to do it, you will be marked as absence. Modules must be completed by the indicated deadlines, and the effort put into the modules will determine your participation grade for the week. Late or insufficient posts will not receive full credit. **No matter how well you do on your assignments, failure to complete modules will negatively affect your grade and may even cause you to fail the course. Consistent failure to complete modules will prevent you from passing the class.** I will

recommend a student withdraw if s/he has not submitted a major assignment or contributed significantly to weekly modules.

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.

Course Delivery

Asynchronous Delivery

Since this is an online course, the class will use online and computer-based tools. If any of the following tools are new to you, you should begin familiarizing yourself with them as soon as possible. To be successful in this course, and indeed in current or future workplaces, you will need to stay abreast of new technology and be a self-learner. There are many resources available--from the [Help Desk](#) at UTEP to [YouTube](#) videos--that offer information about and instruction in web technologies. You must also have reliable access to the Internet. **Not knowing how to use the technology or not having access to the Internet will not be acceptable excuses for non-participation or late assignment submission.** If you need a laptop and hotspot, you can contact **UTEP Technology Support**.

BLACKBOARD (REQUIRED)

Blackboard will be the main interface for our course. This is where you will find all documents, course materials, resources, and instructions; participate in online discussion groups; submit all assignments; check your grades; and much more. You have access to Blackboard via the MyUTEP feature on the [UTEP home page](#). When you login with your UTEP username and password, you will see links to your online classes under "My Courses." **Understanding how to navigate and effectively use Blackboard and all of its tools is necessary for success in this course.** For training or information regarding its use, please refer to the [UTEP Connect Online Support Center](#). ZOOM, SKYPE, Blackboard Collaborate, etc.

ONLINE "NETIQUETTE"

Since this is an online course, it is important that you familiarize yourselves with netiquette--or online etiquette. Please adhere to the following policies:

- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- Do not use inappropriate language, all capital letters, or language shortcuts. Online entries should be written in Standard English with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion.
- Do not copy another classmates' response on a discussion board.
- Be sure to post in a timely fashion to receive credit for the discussion. Pay close attention to the posted deadlines.
- Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and the professor 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).

EMAIL

You may email me at any time to ask a question or to discuss course material. I will also email you from time to time regarding course issues. **If Blackboard is down for any reason, please check your email for instructions and attachments. You may email using the listed email address at the beginning of this course syllabus.**

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 or PDF following APA or MLA format unless directed otherwise. Be sure to name each submitted assignment with your name and the title of the assignment.

Late Work: Late work is accepted; however, you need to inform me BEFORE the due date that you are going to need an extension. You must send me an email, explain the situation, and tell me how much time you will need; I will then decide if I accept your proposed extension. (Extensions are only for MAJOR ESSAYS).

University and Program Policies

FYC Class Attendance Policy

According to UTEP's [Curriculum and Classroom Policies](#):

The student is expected to attend all classes. It is the responsibility of the student to inform me extended absences. When a student has been absent to such a degree as to impair his or her status relative to credit for the course, I 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.

Drop Policy

If you cannot complete this course for whatever reason, please contact me. I 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 me 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. I will 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

Title IX	915-747-8358	Institutional Compliance
Dean of Students	915-747-5648	Dean of Students
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 Spring 2023

- Jan 17th** *Spring classes begin*
- Jan 17th-20th** *Late Registration (Fees are incurred)*
- Feb 1st** *Spring Census Day*
Note: This is the last day to register for classes. Payments are due by 5:00 pm.
- Mar 13th-17th** *Spring Break*
- Mar 30th** *Spring 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.
- Mar 31st** *Cesar Chavez Holiday - No classes*

Apr 7th

Spring Study Day

May 4th

Spring – Last day of classes

May 5th

Dead day

May 8-12th

Spring Final Exams