Rhetoric and Writing Studies RWS 1301
CRN: 13536, MW 1:30-2:50 PM
13537, MW 3:00-4:30 PM

UGLC Room 230

Instructor Information
Name: Jesus “Jesse” C. Marin (he/him/his)
Email: jcmarin@miners.utep.edu
Office Hours: 11:50-13:20 MW; Library Room 227
Online Meetings will also be held during these hours.
Additional Online Meeting Times can be arranged. Please e-mail me for details.

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 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

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**Rhetoric & Composition 1 (RWS 1301) Course Description**

**Rhetoric & Composition 1 (RWS 1301)** is intended to help students develop and reflect on their rhetorical and writing knowledge including awareness of social and racial justice, and the implications of their language choices, based on the understanding that language is never neutral. RWS 1301 helps students 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 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

Habits of the Creative Mind
A Guide to Reading, Writing & Thinking

Available at the UTEP Bookstore.

Please note that additional required readings will be posted on Blackboard.
To participate in the class, the following technology may be required:
- **Video Conferencing Software** (e.g. Zoom or Blackboard Collaborate)
  - For Participating in Office Hours

**Blackboard**
- To Access Syllabus
- To Access Daily Readings
- To Access Recordings of Each Class Session
- To Contact Instructor or Fellow Peers
- For Submission of Journal Entries in the Discussion Board
- For Responses in the Discussion Board
- For Grading/Feedback

**Laptop/Mobile Phone**
- To Complete Online Activities
- To Participate in Class via Video Conferencing Software and Blackboard

**E-mail**
- Supplemental technology to ensure clear communication with students and address any concerns they may have.

A stable internet connection will be required. Please review the Course Delivery section for information on technology support and campus resources to meet these requirements.

**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
160 Points: **MODULE 1** – Taking Inventory

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

160 Points: **MODULE 3** – Remixed the Self Study

160 Points: **MODULE 4** – Social Issue Investigation

160 Points: **MODULE 5** – Visual Argument

200 Points: **PARTICIPATION** – Weekly Journals/Discussion

**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.

Each completed project will be evaluated for its adherence to the assignment guidelines. Your instructor 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.

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### Course Delivery

**Course Delivery:**
In Fall 2021, RWS 1301 will be held 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 regularly use the internet and have a stable internet connection. It is highly recommended that you compose your work for class, and perform class activities, via a computer rather than a phone or tablet. If you do not have a computer or reliable internet at home, the university can help you with resources via the following hyperlink: Technology Support - UTEP. Additionally, you may apply for additional resources, such as laptops or Wi-Fi hotspots via the following hyperlink: Learning Remotely. Please speak with your instructor immediately if you will need assistance. You should have the opportunity to succeed in class without concern about accessibility to technology. 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 (Phone: 1-915-747-4357; E-mail: helpdesk@utep.edu) 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.

**Late Work:**
It is important to submit work before deadlines for full credit and more immediate feedback. Extensions will be reviewed on a case-by-case basis. Please consult your instructor prior to the deadline if you need an extension for whatever reason. Contact information can be found on the first page of the syllabus and regular communication is strongly encouraged. Unexcused late work will be penalized with an automatic 10% deduction, with additional 10% deductions for each subsequent week in which the assignment is not submitted (for a maximum of a 30% deduction). No unexcused late work will be accepted after the end of the assignment’s designated module. Technology issues will not be considered an excuse for late work.

**Participation:**
Student engagement in the class will make up 20% of your grade and will be determined by weekly journal responses and interactions with your peers on Blackboard discussion boards. Students will be expected to compose journals with 100-word minimum (students are encouraged to exceed this limit) and respond to peers with a 50-word response, minimum. Additionally, students are expected to engage throughout the duration of class. Students must be present for face-to-face sessions for the entire 80 minutes allotted to the class. Please refer to the attendance policies below if you are unable to attend class. Always contact your instructor if you cannot attend class for any reason, including sickness. Please do not come to class if you are sick. Allotted time for assigned reading should not exceed one hour to respect any additional commitments you may have. Please plan accordingly as additional, self-directed research will be required for the module assignments. Students are encouraged to submit anonymous feedback over the course of the semester. This is designed to better ensure student success, relevant content, and address any concerns in a timely manner. A hyperlink will be provided on Blackboard to submit any pressing questions or concerns that enrich the learning experience.

**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 class interaction or 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 can lead to a deduction of points to your overall grade.

**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.

Students are expected to participate for the duration of class (80 minutes).
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.

All classes will be held synchronously. This means that students will be expected to sign in at beginning of class. Classes will be held at the designated time. Students will be expected to participate for the duration of class (80 minutes).

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 (Phone: 915-747-5148, E-mail: cass@utep.edu) (CASS). Students are encouraged to visit CASS in Room 106, Union East Building or contact them via phone or e-mail.

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 or visit the UWC in Room 227 in the UTEP Library.

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.

Important Dates for Fall 2021 Semester:

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Aug 23rd</td>
<td>Fall classes begin</td>
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<tr>
<td>Aug 23rd-27th</td>
<td>Late Registration (Fees are incurred)</td>
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<td>Sept 6th</td>
<td>Labor Day Holiday - University Closed</td>
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<td>Sept 8th</td>
<td>Fall Census Day</td>
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<td>Note: This is the last day to register for classes. If payment is not received by this day, students will be dropped.</td>
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<td>Date</td>
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<td>Oct 29th</td>
<td>Fall Drop/Withdrawal Deadline</td>
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<td>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.</td>
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<tr>
<td>Nov 25-26th</td>
<td>Thanksgiving Holiday - University Closed</td>
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<td>Dec 2nd</td>
<td>Fall – Last day of classes</td>
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<td>Dec 3rd</td>
<td>Dead day</td>
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<td>Dec 6-10th</td>
<td>Fall Final Exams</td>
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