Rhetoric and Writing Studies RWS 1302
CRN: 15201

<table>
<thead>
<tr>
<th>Instructor: Jagadish Paudel</th>
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<tbody>
<tr>
<td>Email address: <a href="mailto:ipauel@miners.utep.edu">ipauel@miners.utep.edu</a></td>
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<tr>
<td>Office hours: 10.00 am to 11.30 Mountain Standard Time, Thursday.</td>
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| Credits: 3 |
| Duration: Seven weeks (October, 1 to December 3, 2021) |
| Instructional Method: 100% online (asynchronous class) |

Office Hours: If you have any concerns regarding this course (readings, assignments, discussion posts, etc.), please make an appointment for a virtual meeting. To make an appointment, a request email should be sent to me 16 hours ahead. Office hours will be held online via Blackboard collaborate meeting on the stipulated time. I have posted a recurring link on our Blackboard page. Don’t hesitate to reach out to me!

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

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**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 the 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.

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**Required Texts & Materials**

![Image of Everyone's an Author book cover](image)


Available at the UTEP Bookstore.
Rosenberg, L. et al. (2021). *UTEP First-Year Composition Handbook*. Available through Blackboard. 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):**

<table>
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<th>Points</th>
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<tr>
<td>1000-900</td>
<td>A</td>
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<tr>
<td>899-800</td>
<td>B</td>
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<tr>
<td>799-700</td>
<td>C</td>
</tr>
<tr>
<td>699- 600</td>
<td>D</td>
</tr>
<tr>
<td>599 or below</td>
<td>F</td>
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- **Community Engagement Proposal**
  - Major Assignment: 100 pts.
- **Community Genre Analysis**
  - Major Assignment: 200 pts.
- **Local Fieldwork**
  - Major Assignment: 300 pts.
- **Multimodal Community Product/Tool**
  - Major Assignment: 200 pts.

**Total Points for Major Assignments:** 800 pts.

- **Discussion posts**
  - **Total Points for discussion posts (7x20=140):** 140 pts.
- **Reflection of the course and class:** 60 pts.

**Grading:** You will be provided with detailed assignment sheets that describe expectations, constraints, and deadlines for each project. You are required to adhere to the terms of the grading policy given in the syllabus and assignment sheets.
Every major assignment draft should be sent to the Writing Center to get feedback on your assignments. Once you get feedback on your work, address the feedback and submit the assignments. Along with your assignments, submit a proof slip (request for a proof slip to the Writing Center). If you get feedback on your paper from the writing center consultant and address the feedback, you will automatically get 25% points for the assignment. For sending your paper to the Writing Center, please visit this website: https://www.utep.edu/uwc/appointments/email-system.html

Course Delivery

Course Delivery:
This course will be delivered fully online. Additional learning materials will be offered, utilizing a management system such as Blackboard, a Wiki, or a class website depending on the instructor. It is vital for you to regularly check your UTEP email and course content. Students should allocate sufficient time for the class projects and work. The general rule for all classes is that students spend two hours working outside of class for each class credit.

This course is technology-enhanced, and all of the supplementary material for the class will be delivered via Blackboard. It is strongly recommended that students have access to the Internet from home and are comfortable using a computer. 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.

**Late Work:** For major assignments, I accept late work for 12 hours after the assigned due date. Please contact me as soon as possible regarding any circumstances that affect your ability to complete coursework on time.

**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.

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**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>
<td>Dean of Students</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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<tr>
<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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Important Dates for Fall 2021 Semester

Aug 23rd  
*Fall classes begin*

Aug 23rd-27th  
*Late Registration (Fees are incurred)*

Sept 6th  
Labor Day Holiday - University Closed

Sept 8th  
Fall Census Day  
Note: This is the last day to register for classes. If payment is not received by this day, students will be dropped.

Oct 29th  
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 25-26th  
*Thanksgiving Holiday - University Closed*

Dec 2nd  
*Fall – Last day of classes*

Dec 3rd  
Dead day

Dec 6-10th  
Fall Final Exams

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**Course schedule**

All *RWS 1302* students are required to have the following books before the class begins.

1. *Everyone’s An Author (EA)*
2. *First-Year Composition Handbook (FYC)* *(I have posted a link of this book on the Blackboard shell, please click on it and read it.)*

All major assignments are required to submit to Blackboard and are due on **Monday by 11:59 pm**.

Major Assignment Calendar:

1. **Community Engagement Proposal**: Due 11.59 pm Monday, October 25th (Week 2)
2. **Community Genre Analysis**: Due 11.59 pm Monday, November 8th (Week 4)
3. **Local Fieldwork**: Due 11.59 pm Monday, November 22nd (Week 6)
4. **Multimodal Community Product/Tool**: Due 11.59 pm Monday, December 6th (Week 7)

All postings are required to submit to Blackboard and are due **Friday by 11:59 pm**. See your course calendar for exact due dates.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Discussion Post (DP) due by every Friday, 11:59 pm</th>
<th>Read this week</th>
<th>Read this module</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Module 1 Community Engagement Proposal</td>
<td>Week 1 10/18-10/24</td>
<td>Introduction to class, and review of syllabus  Begin to work on Community Engagement Proposal</td>
<td>Interrogating Texts: Six Reading Habits to Develop in Your First Year at Harvard: <a href="http://guides.library.harvard.edu/sixreadinghabits">http://guides.library.harvard.edu/sixreadinghabits</a>  EA ch. 1: Thinking Rhetorically  EA ch. 3: Rhetorical Situations</td>
<td>FYC Intro (welcome to RWS 1302)  FYC Module 1</td>
<td>October 18, First day of class</td>
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<td>Module 2 Community Genre Analysis</td>
<td>Week 2 10/25 -10-31</td>
<td>Genre Analysis discussion</td>
<td>DP #2  Read the texts and post your reflection</td>
<td>EA ch. 11: Choosing Genres  EA ch. 2: Engaging Respectfully with Others  Luders, M., Pritz, L., &amp; Rasmussen, T. (2010). Emerging personal media genres. New Media &amp; Society, 12(6), 947-963</td>
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<tr>
<td>Week</td>
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| Module 2 Community Genre Analysis Week 3 11/01-11/07 | Academic writing, reading processes, and writing process | DP #3 Read the texts and post your reflection | EA ch. 4: Meeting the Expectations of Academic Writing  
EA ch. 6: Reading Rhetorically  
EA ch. 9: Managing the Writing Process | FYC Module 2 |
| Module 3 Local Fieldwork Week 4 11/8-11/14 | Workplace writing and reading processes | DP #4 Read the texts and post your reflection | Stork, David. “How to Ask Good Questions.” TEDx. YouTube. 25 April 2013. 7 Nov. 2015. [https://www.youtube.com/watch?v=PkcHsP6Ht0](https://www.youtube.com/watch?v=PkcHsP6Ht0).  
EA ch. 5: Writing and Rhetoric in the Workplace  
EA ch. 7: Annotating, Summarizing, Responding | Module 3 |
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<tr>
<th>Module 3 Local Fieldwork</th>
<th>Week 5</th>
<th>Topic</th>
<th>Discussion Post (DP) due by every Friday, 11:59 pm</th>
<th>Read this week</th>
<th>Read this module</th>
<th>Notes</th>
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<td>11/15-11/21</td>
<td>Choosing and Integrating Evidence</td>
<td>DP # 5 Read the texts and post your reflection</td>
<td>EA ch. 8: Distinguishing Facts from Misinformation</td>
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<td>Nov. 25-26 Thanksgiving Holiday</td>
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<tr>
<th>Module 4 Multimodal Community Product/Tool</th>
<th>Week 6</th>
<th>Topic</th>
<th>Discussion Post (DP) due by every Friday, 11:59 pm</th>
<th>Read this week</th>
<th>Read this module</th>
<th>Notes</th>
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<tr>
<th>Multimodal Community Product/Tool</th>
<th>Week 7</th>
<th>Topic</th>
<th>Discussion Post (DP) due by every Friday, 11:59 pm</th>
<th>Read this week</th>
<th>Read this module</th>
<th>Notes</th>
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The syllabus and course schedule are subject to change at the instructor’s discretion.