Instructor: Jagadish Paudel (pronouns: he/his/him)
Class day and time: Tuesday, 3.00 to 4.20 pm
Venue/class: UGLC 232
Office hours: Thursday 10 to 11.30 am
Duration of the course: August 28 to December 7, 2023

Email: jpaudel@miners.utep.edu.

If you have any concerns or questions about this course, including readings, assignments, classroom activities, and discussion posts, please schedule an appointment for a virtual or in-person meeting. However, if you have a quick question or concern, I will also be available right after the class for a short time. To request an appointment for office hours, please send me an email at least 24 hours in advance. If I do not respond to your email within 24 hours, please send me an email for follow-up.

Please feel free to contact me without hesitation.

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.

CCCD 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; and

• Understand and examine critically the reasons behind writing conventions in fields and disciplines.

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 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 and Materials**


**Additional Materials**

With the aim of making students aware of social justice issues, for example, language, race, accessibility, health, environment, gender, religion, age, etc., I have deliberately incorporated some additional texts in the course. The additional texts may or may not directly correlate to the topic with the EAA book’s chapter. However, the texts help students understand social justice issues that are pervasive in our surroundings. I decided to incorporate the additional texts to fulfill the FYC course outcomes: *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.*

I will provide additional reading materials in the weekly content folder on the Blackboard page.

**Course Assignments and Grading**

**Grade distribution** (Students can earn a total of **1000 points** for the course):

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 to 900 points</td>
<td>A</td>
</tr>
<tr>
<td>899 to 800 points</td>
<td>B</td>
</tr>
<tr>
<td>799 to 700 points</td>
<td>C</td>
</tr>
<tr>
<td>699 to 600 points</td>
<td>D</td>
</tr>
<tr>
<td>599 to 0 points</td>
<td>F</td>
</tr>
</tbody>
</table>

**Grading policies**: Each project will come with comprehensive assignment sheets that outline the expectations, limitations, and deadlines. So, I encourage you to follow the grading policy mentioned in the syllabus and assignment sheets.

*Before submitting your final draft, I strongly encourage you to take each major assignment draft to the [Writing Center](https://example.com) for feedback. Once you receive feedback, make necessary revisions and submit your finalized assignments. Additionally, remember to include a proof slip along with your submissions (you can request a proof slip from the Writing Center). By receiving feedback from a writing center consultant and incorporating it into your paper, you will earn a 10 %-point bonus for the assignment. To receive timely feedback from the Writing Center Consultant, please make sure to visit the Writing Center 2 days before your due date.*

- If you struggle to obtain the desired grade, please reach out to me in time. I will assist you in producing a better assignment paper. Additionally, I will provide an opportunity to revise and resubmit your work, which may help you to obtain the desired grade.
- If you would like to compose an assignment mixing your own native language, I will allow you to use it. However, I encourage you to reach out to me before making the decision to write in the language.
- If you would like to compose your assignment in a different format and genre, please let me know in time so that we can have a conversation and make plans accordingly.
If you're unhappy with your grades, feel free to contact me to discuss your concerns. I won't mind or be annoyed to talk about the grade concerns.

**Major Assignments (700 pts)**

There are altogether five major assignments in this course.

- Module 1 Community Engagement Proposal (100 pts)
- Module 2 Community Genre Analysis (200 pts)
- Module 3 Local Fieldwork (200 pts)
- Module 4 Broader Community Study (100 pts)
- Module 5 Multimodal Community Product/Tool (100 pts)

**Discussion posts (300 pts):**

Total points for Blackboard discussion posts 10x20=200 pts.

Classroom Writing and Activities 10x10: 100 pts.

**Course Delivery:**

This course will be delivered 50% in-person (face-to-face mode) and 50% online (asynchronous). Additional learning materials will be offered, utilizing a learning management system—the Blackboard Ultra. It is vital for you to regularly check your UTEP email and course content. You should allocate sufficient time for class projects and work. The general rule for all classes is that students spend at least two hours working outside of class for each class credit.

This course is technology-enhanced, and all the supplementary materials 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](https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html). Please speak with me (Jagadish Paudel— instructor for the course) 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](https://www.utep.edu/extendeduniversity/cid/student-resources/blackboard-orientation.html) as they are trained specifically in assisting with the technological needs of students.

You 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 Blackboard (Bb) course shell for this class. Since the Bb comment and grade function works best with Microsoft Word, please submit all assignments in PDF form or 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:

In general, you are required to submit all your assignments/work on the posted deadlines. If you need additional time, please reach out to me at least one day before the due date. In case of major assignments, I accept late work for 1 day after the given due date. But if you need more than one day extra time, please contact me prior to the due date. If your issue is genuine and if you present with honesty and sincerity, I will try to be lenient as far as possible. Unless you are careless and ignorant of due dates, I will not penalize any late submissions. If I need to penalize you, I will ask you: Why did you submit the work late? If I come to know that the late submission caused due to unavoidable circumstances and eventualities, again I will not penalize you for the late submission.

Classroom Etiquette:

Debate, critical inquiry, and intellectual diversity are essential elements of higher education and the 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 your classmates express differing arguments, viewpoints, and/or experiences. Sexist, racist, homophobic, or other hateful speech and writing will not be permitted. Angry displays, whether in writing, online postings, or in-class discussions will be handled as disruptions to the well-being 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, a 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 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 class of unexplained absences without penalty.
After 2 total days of absence (not necessarily consecutive classes) the student’s grade is lowered by a full letter (A becomes B, etc.).

After 3 total days 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 mirrors that of face-to-face courses. According to the schedule, students are expected to attend both in-person and online classes. Failure to complete assigned tasks for the online class day will be considered an absence. 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 daily class meeting while continuing to maintain robust participation in class activities.

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.

The instructor can measure participation through various pathways, such as the completion of scaffolded activities and discussion posts, and responding to other students’ posts and feedback. These apply to the asynchronous class. 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 an 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.

If you are unfamiliar with plagiarism and how to avoid it in your writing, I strongly advise you to reach out to me, Jagadish Paudel, the instructor. I will assist you in knowing—how to avoid plagiarism in your writing.

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 for 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 the 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:

<table>
<thead>
<tr>
<th>Title IX of Students</th>
<th>915-747-8358</th>
<th>Institutional Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTEP Health &amp; Wellness Center</td>
<td>915-747-5624</td>
<td><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></td>
</tr>
<tr>
<td>UTEP Police Department</td>
<td>915-747-5611</td>
<td><a href="https://www.utep.edu/police/">https://www.utep.edu/police/</a> <a href="mailto:police@utep.edu">police@utep.edu</a></td>
</tr>
<tr>
<td>Counseling and Psychological Services</td>
<td>915-747-5302</td>
<td><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></td>
</tr>
</tbody>
</table>

Course Schedule

I have posted both syllabus and calendar to Blackboard Ultra.

Major Assignment Calendar:

All major assignments are required to be submitted to Blackboard and are due on Monday, by 11:59 p.m., Mountain Standard Time, except the last (module 5) major assignment.

1. Community Engagement Proposal (100 pts): Due 11.59 pm Monday, September 11
2. Community Genre Analysis (200 pts): Due 11.59 pm Monday, October 2
3. Local Fieldwork (200 pts): Due 11.59 pm Monday, October 30
4. Broader Community Study (100 pts): Due 11.59 pm Monday, November 20
5. Multimodal Community Product/Tool (100 pts): Due 11.59 pm Thursday, December 7
### Important Dates for Fall 2023

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28th</td>
<td>Fall classes begin</td>
</tr>
<tr>
<td>Aug 28th-Sept 1st</td>
<td>Late Registration (Fees are incurred)</td>
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<tr>
<td>Sept 4th</td>
<td>Labor Day Holiday – University Closed</td>
</tr>
<tr>
<td>Sept 13th</td>
<td>Fall Census Day</td>
</tr>
<tr>
<td></td>
<td>Note: This is the last day to register for classes. Payments are due by 5:00 pm.</td>
</tr>
<tr>
<td>Sept 25th</td>
<td>20th Class Day</td>
</tr>
<tr>
<td></td>
<td>Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.</td>
</tr>
<tr>
<td>Oct 6th</td>
<td>Graduation application deadline for degree conferral</td>
</tr>
<tr>
<td>Nov 3rd</td>
<td>Fall Drop/Withdrawal Deadline</td>
</tr>
<tr>
<td></td>
<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>
</tr>
<tr>
<td>Nov 17th</td>
<td>Deadline to submit candidates’ names for commencement program</td>
</tr>
<tr>
<td>Nov 23rd-24th</td>
<td>Thanksgiving Holiday- University Closed</td>
</tr>
<tr>
<td>Dec 7th</td>
<td>Fall- Last day of classes</td>
</tr>
<tr>
<td>Dec 8th</td>
<td>Dead day</td>
</tr>
</tbody>
</table>

*The syllabus is subject to change!*