

# RWS 1302

THURSDAY 3:00-4:20 PM | UGLC 232 |  
FALL 2022 | CRN 14839

**instructor.** Paul LaPrade  
**email.** Blackboard Messages  
**back-up.** pdlaprade@utep.edu  
**office hours.** TWR 4:30 – 6:00 PM,  
and by appointment, in  
Hudspeth 310.

## 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

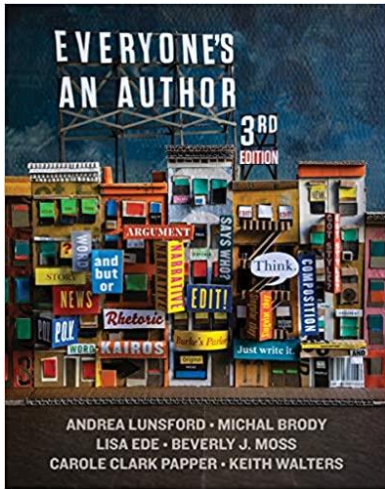
## Rhetoric & Composition 2 (RWS 1302) Course Description

**Rhetoric & Composition 2 (RWS 1302)** aims to develop further students' rhetorical and critical thinking skills in order to facilitate effective written communication in educational, professional, and social contexts. Effective communication is based on awareness of and appreciation for diverse language practices as well as knowledge specific to subject matter, genre, rhetorical strategy, racial and social justice, and writing processes.

The curriculum consists of these 5 modules:

1. **Community Engagement Proposal:** Students will explore issues and concerns in their communities (home, place of worship, civic, work, school) and will identify a problem connected with the community that they wish to study. Students will explain how their own interests, goals, and values align with the organization or agency's mission. This paper will take the form of a proposal or memo.
2. **Community Genre Analysis:** Students will identify two distinct texts in different genres (written, visual, and/or oral) created by their organization or related to their selected issue. Students will write an explanatory genre analysis of the two texts and how they operate rhetorically. Students will engage in peer review activities during the writing process.
3. **Local Fieldwork:** Students will identify a social, political, or ethical issue related to their local community or partnering agency. As part of this assignment students will generate research questions pertaining to the topic and their inquiry. Local research may include field observations, consulting local and primary sources, collecting surveys, and conducting interviews.
4. **Broader Community Study:** The broader community study will build upon students' local research, extending it into a broader inquiry. Students have the option to change their focus. This project will incorporate secondary research in order to examine the societal impact of their chosen issue. This includes developing a larger list of sources and creating an evaluative annotated bibliography.
5. **Multimodal Community Product/Tool:** Students will create a multimodal product or tool based on the needs of their community partner, organization, or a topic they are exploring. This can be an individual or group assignment to be completed with classmates focused on a similar topic. The goal of this project is to synthesize the research and writing students have done and present it to their classmates and/or chosen community.

Required Texts & Materials

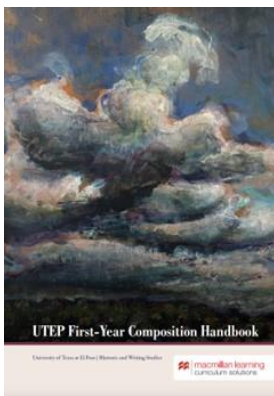


Lunsford, A., Brody, M., Ede, L., Moss, B.J., Papper, C.C., Walters, K. (2021).

Everyone’s an Author, 3<sup>rd</sup>. Norton Publishing.

ISBN: 978-0-393-88568-2

Available at the UTEP Bookstore.



Rosenberg, L. et al. (2022). UTEP First-Year Composition Handbook, Fall 2022 Edition.

An e-book available through the UTEP Bookstore.

**Course Assignments and Grading**

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

1000-900 = A      899-800 = B      799 -700 = C      699- 600 = D      599 or below = F

**Module 1 Community Engagement Proposal**

Major Assignment: 50 pts.

**Module 2 Community Genre Analysis**

Major Assignment: 150 pts.

**Module 3 Local Fieldwork**

Major Assignment: 200 pts.

**Module 4 Broader Community Study**

Major Assignment: 150 pts.

**Module 5 Multimodal Community Product/Tool**

Major Assignment: 150 pts.

**Total Points for Major Assignments:** 700 pts.

**Total Points for Reading Journals, Reading Quizzes, and Writing Activities:** 300 pts.

**Grading:** Your instructor will assign due dates for all assignments 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 that is attached to this syllabus.

**Course Delivery**

**Course Delivery:**

In fall 2022, RWS 1302 will be held primarily face-to-face on campus. There are a few sections that are designated as online. Those classes may meet synchronously while others may meet asynchronously through Blackboard. Whether face-to-face, online, or hybrid, the course is designed to engage students through discussions with your classmates and instructor using Blackboard (Bb). In order to succeed in the course, you will need to have regular use of the internet and a stable connection regardless of whether your class meets face-to-face, hybrid, or fully online. 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.





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](mailto: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. **Extra Credit @ The University Writing Center:** You can earn extra credit by visiting the Writing Center in person or online at <https://www.utep.edu/uwc/>. Each UWC session counts for 4 points, for up to 40 total points. To receive extra credit, email me your UWC visit forms.

**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	<a href="#"><u>Institutional Compliance</u></a>
Dean of Students	915-747-5648	<a href="#"><u>Dean of Students</u></a>
UTEP Health & Wellness Center	915-747-5624	<a href="https://www.utep.edu/chs/shc/"><u>https://www.utep.edu/chs/shc/</u></a> <a href="mailto:studenthealth@utep.edu"><u>studenthealth@utep.edu</u></a>
UTEP Police Department	915-747-5611	<a href="https://www.utep.edu/police/"><u>https://www.utep.edu/police/</u></a> <a href="mailto:police@utep.edu"><u>police@utep.edu</u></a>
Counseling and Psychological Services	915-747-5302	<a href="https://www.utep.edu/student-affairs/counsel/"><u>https://www.utep.edu/student-affairs/counsel/</u></a> <a href="mailto:caps@utep.edu"><u>caps@utep.edu</u></a>



Important Dates for the Fall 2022 Semester

Table with 2 columns: Date and Event. Includes dates like Aug 22nd (Fall classes begin), Sept 5th (Labor Day Holiday), Oct 28th (Fall Drop/Withdrawal Deadline), Nov 24-25th (Thanksgiving Holiday), Dec 1 (Fall - Last day of classes), and Dec 5-9th (Fall Final Exams).

Course Calendar

Major-Assignment Calendar:

- 1. Week 2, Community Engagement Proposal: Due Sunday, September 4th
2. Week 5, Community Genre Analysis: Due Sunday, September 25th
3. Week 9, Local Fieldwork: Due Sunday, October 23rd
4. Week 12, Broader Community Study: Due Sunday, November 13th
5. Finals Week, Multimodal Community Product/Tool: Due Thursday, December 8th

Reading Calendar:

Key: EAA=Everyone's An Author; FYC=First-Year Composition Handbook

Module 1 Readings:

The first assigned readings are due before our Week 2 class meeting:

- Brief excerpts from the FYC Handbook (pp. v-xiii; 195-199): 'Indigenous Land Acknowledgment Statement'; 'First-Year Composition Handbook'; 'RWS 1301 & RWS 1302 Learning Objectives'; 'On Writing Block'; 'Introduction: Welcome to RWS 1302'; 'Module 1: Community Engagement Proposal'
Everyone's an Author pp. 1-17: 'Part 1 Introduction: The Need for Rhetoric and Writing'; 'Chapter 1: Thinking Rhetorically'

Module 2 Readings:

- Week 3: Chapter 4: 'Meeting the Expectations of Academic Writing' (EAA, pp. 35-49); 'Module 2: Community Genre Analysis' (This includes the Assignment #2 guidelines and a sample student text) (FYC, pp. 218-230)

