

RWS 1302

WEDNESDAY 3:00-4:20 PM | UGLC
232 | FALL 2022 | CRN 14265

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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.

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.

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.

Participation: Active participation is vital to your success in this hybrid course. This includes engaging with classmates through discussion activities and working toward major assignments through frequent writing activities.

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.

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).

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. **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	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

Important Dates for the Fall 2022 Semester

Aug 22nd	Fall classes begin
Aug 22nd-26th	Late Registration (Fees are incurred)
Sept 5th	Labor Day Holiday - University Closed
Sept 7th	Fall Census Day; this is the last day to register for classes.
Oct 28th	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 24-25th	Thanksgiving Holiday - University Closed
Dec 1	Fall – Last day of classes
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)

- **Week 4:** “Writing Analytically / ‘Let’s Take a Closer Look’” (Part 1) (EAA, pp. 229-255)
- **Week 5:** “Writing Analytically / ‘Let’s Take a Closer Look’” (Part 2) (EAA, pp. 256-281, beginning at “Visual Analysis”)

Module 3 Readings:

- **Week 6:** “Writing Analytically / ‘Let’s Take a Closer Look’” (Part 1) (EAA, pp. 229-255); “Module 3: Local Fieldwork” (FYC, pp. 231-235; 241-261. This includes three sample student texts.)
- **Week 7:** Chapter 9, “Writing Processes” (EAA, pp. 109-122)
- **Week 8:** Chapter 20, “Starting Your Research: Joining the Conversation” (EAA, pp. 477-485)
- **Week 9:** Excerpt from Chapter 21, “Conducting Field Research” (EAA, pp. 506-514)

Module 4 Readings:

- **Week 10:** Chapters 22-23, “Keeping Track” (pp. 515-519); “Evaluating Sources” (pp. 520-528); “Module 4: Broader Community Study” (FYC, pp. 262-264);
 - **Suggested reading:** Chapter 8, “Distinguishing Facts from Misinformation” (pp. 98-108)
- **Week 11:** Chapters 24-25, “Annotating a Bibliography” (pp. 529-533); “Synthesizing Ideas” (pp. 534-540)
 - **Suggested reading:** Chapter 26, “Quoting, Paraphrasing, Summarizing” (pp. 541-554)
- **Week 12:** Chapter 27, “Giving Credit, Avoiding Plagiarism” (pp. 555-562)
 - **Secondly, choose a chapter based on citation style:** Chapter 28, “MLA Style” (pp. 563-617); OR Chapter 29, “APA Style” (pp. 618-666)

Module 5 Readings:

- **Week 13:** Chapter 35, “Writing in Multiple Modes,” (pp. 776-793); “Module 5: Multimodal Community Product/Tool” (FYC, pp. 272-273; 281-287. This includes the assignment guidelines and a sample student project.)
- **Week 14:** Chapter 34, “Designing What You Write” (pp. 757-775)
- **Week 15:** Choose a chapter we haven’t read