

# RWS 1301

ONLINE | FALL 2023 | CRN 13223

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**online office hours.** TWR 4:00 – 5:30 PM through Zoom and by appointment.

## 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

The First-Year Composition Program is geographically and discursively situated in the US-Mexico borderland and offers a binational and transnational experience through culture, language, and knowledge. We are committed both to learning from students and to building our program in a way that honors what they bring with them into the classroom and encourages them to make their voices heard in the university and beyond. Our vision is to collectively journey toward the practice of self-reflexivity, listening carefully and empathically to the ideas and experiences that challenge our thinking, and to

engage various rhetorical practices and genres of traditional and non-traditional writing. The program's curriculum design encourages students to imagine the possibilities of speaking, listening, and being heard through different literacies and compositions. We invite students to explore topics from local, global, and disciplinary contexts that matter to them while learning effective writing skills and being mindful of their own situations and audiences.

**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.

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

Rhetoric & Composition 1 (RWS 1301) is designed to help students in all disciplines 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 academic and non-academic 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

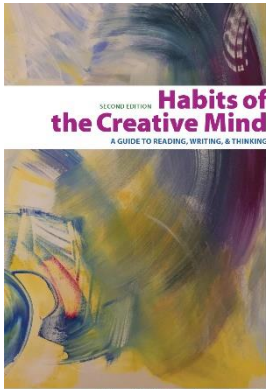
**Required Texts & Materials**



UTEP First-Year Composition Handbook, 2023-2024 edition.

An e-book available through the UTEP Bookstore.

(See the week 1 module for step-by-step instructions for purchasing this text directly through RedShelf.com)



Miller, R. E., & Jurecic, A. (2020). Habits of the Creative Mind: A Guide to Reading, Writing, & Thinking (2<sup>nd</sup> ed.)

Available at 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
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**Module 1 Taking Inventory**

Major Assignment: 100 pts.









by the student-author. By this standard, an **acceptable use** of ChatGPT (or a similar program) could take the form of

- writing an introduction paragraph that openly describes how this language model offered possible approaches to researching a particular topic, with any direct quotes placed in quotation marks.

By contrast, an **unacceptable use** of ChatGPT (or a similar program) could take the form of

- copying any amount of text from a language model without attribution, i.e. failure to include quotation marks around any directly quoted language, and an in-text citation for any paraphrased or quoted text (including text generated by ChatGPT or another language model).

FYC faculty are required to submit any assignment submissions that appear to include unacceptable uses of AI programs (or that are marked for further review by AI detection programs that our faculty are trained with) to the Office of Student Conduct and Conflict Resolution (OSCCR).

**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.





**Reading Calendar:**

Key: HCM=*Habits of the Creative Mind*; FYC=*First-Year Composition Handbook*

**Module 1 Readings:**

- **Week 1:** Brief excerpts from the **FYC Handbook** (pp. v-xv; 1-8):
  - “Indigenous Land Acknowledgment Statement,” “And We Are,” “First-Year Composition at UTEP,” “RWS 1301 & RWS 1302 Learning Objectives,” “On Writing Block”; “Introduction: Welcome to RWS 1301,” “Module 1: Taking Inventory”
- **Week 2:** ONE: Orienting (**HCM**, pp. 1-20):
  - Chapter Introduction (p. 1)
  - “On Finding Your Feet” (pp. 3-7)
  - “On Habits” (pp. 8-12)
  - “On Thinking New Thoughts” (pp. 13-20)

**Module 2 Readings:**

- **Week 3:** “Autoethnographic Study of Self and Language Experiences” (**FYC**, pp. 56-59); TWO: Beginning (**HCM**, pp. 21-42):
  - Chapter Introduction (p. 21)
  - “On Unlearning” (p. 23-27)
  - “On Letting Go of Writing-by-Formula” (pp. 28-36)
  - “On Confronting the Unknown” (pp. 37-42)
- **Week 4:** THREE: Paying Attention (**HCM**, pp. 43-62):
  - Chapter Introduction (p. 43)
  - “On Learning to See” (pp. 45-50)
  - “On Looking and Looking Again” (pp. 51-56)
  - “On Paying Attention to Words” (pp. 57-62)
- **Week 5:** FOUR: Questioning (**HCM**, pp. 63-78):
  - Chapter Introduction (p. 63)
  - “On Asking Questions” (pp. 65-69)
  - “On Writing to a Question” (pp. 70-73)
  - “On Question-Driven Writing” (pp. 74-78)
- **Week 6:** No assigned reading to open extra time for completing Module 2 major assignment.
  - **Suggested readings which can be incorporated into the Module 2 major assignment:** “Revisiting Writing Process Theory,” by Jeff Park (**FYC**, pp. 60-79); “Translingual Practice, Ethnic Identities, and Voice in Writing” (**FYC**, pp. 80-95) by Sara P. Alvarez, Suresh Canagarajah, Eunjeong Lee, Jerry Won Lee, and Shakil Rabbi; “Laia Sales Merino on Code-Switching” (**FYC**, pp. 96-99); “How We Pronounce Uvalde Says a Lot about the Power of Language in Mixed Communities” (**FYC**, pp. 100-103) by Isabella Gomez Sarmiento.

**Module 3 Readings:**



- Chapter Introduction (p. 223)
- “On Argument as Journey” (pp. 225-231)
- “On Imagining Alternatives” (pp. 232-237)
- “On Complexity” (pp. 238-244)
  
- **Week 15: TWELVE: Playing (HCM, p. 245-262)**
  - Chapter Introduction (p. 245)
  - “On Laughter” (pp. 247-253)
  - “On Bending Conventions” (pp. 254-258)
  - “On the Joys of Pseudonymous Writing” (pp. 259-262)