

# RWS 1302

WEDNESDAY 1:30-2:50 PM | UGLC 232  
SPRING 2022 | CRN 23067

**instructor.** Paul LaPrade  
**email.** Blackboard email  
**back-up.** pdlaprade@utep.edu  
**office hours.** MTWR 3:00 – 4:30  
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.













**Important Dates for the Spring 2022 Semester**

- Jan 17th Dr. Martin Luther King, Jr. Holiday – University Closed
- Jan 18th Spring classes begin
- Jan 18–21st Late Registration (Fees are incurred)
- Feb 2nd Spring Census Day
- Mar 14-18th Spring Break (\*TENTATIVE\*)
- Mar 25th Cesar Chavez Holiday – no classes
- Apr 1st Spring Drop/Withdrawal Deadline
- Apr 15th Spring Study Day; May 5th Spring – Last day of classes
- May 6th Dead day
- May 9-13th Spring Final Exams
- May 18th Grades are Due

**Course Calendar**

***Major-Assignment Calendar:***

1. **Week 2, Community Engagement Proposal:** Due Sunday, January 30<sup>th</sup>
2. **Week 5, Community Genre Analysis:** Due Sunday, February 20<sup>th</sup>
3. **Week 9, Local Fieldwork:** Due Sunday, March 27<sup>th</sup>
4. **Week 12, Broader Community Study:** Due Sunday, April 17<sup>th</sup>
5. **Week 15, Multimodal Community Product/Tool:** Due by our Week 15 class meeting

***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; 177-181): “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" (FYC, pp. 200-202)
- **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: Local Fieldwork" (FYC, pp. 203-218; This includes two sample student texts.)

**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. 41-43)
- **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. 224-226)
  - **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. 233-234)
- **Week 14:** Chapter 34, "Designing What You Write" (pp. 757-775)
- **Week 15:** Choose a chapter we haven't read