



Syllabus | RWS 1301 2021 Fall

RWS 1301

Rhetoric and Composition 1

Fall 2021

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- CRN 13524 MWF 730
- CRN 14826 TR 730

Rhetoric and Writing Studies Program

Department of English

The University of Texas at El Paso

[Schedule](#)

Schedule

Week 1

August 23 – 29, 2021

Module DL: Digital Literacy

Week 2

August 30 – September 5

Module DL: Digital Literacy, cont.

Week 3

September 6– 12

Labor Day holiday, Mon., Sep. 6

Module DL recitals and assignments due

Module 1: Composition Basics

Week 4

September 13– 19

Module 1: Composition Basics, cont.

Week 5

September 20– 26

Module 1 recitals and assignments due

Module 2: Language and Literacy

Week 6

September 27– October 3

Module 2: Language and Literacy, cont.

Week 7

October 4 – 10

Module 2: Language and Literacy, cont.

Week 8

October 11 – 17

Module 2 recitals and assignments due

Module 3: Rhetorical Knowledge

Week 9

October 18 – 24

Module 3: Rhetorical Knowledge, cont.

Week 10

October 25 – 31

Module 3: Rhetorical Knowledge, cont.

Week 11

November 1– 7

Module 3 recitals and assignments due

Module 4: Research

Week 12

November 8– 14

Module 4: Research, cont.

Week 13

November 15– 21

Module 4 recitals and assignments due

Module 5: Digital Rhetoric

Week 14

November 22– 28

Thanksgiving holiday, Thu.-Fri., Nov. 25-26

Module 5: Digital Rhetoric, cont.

Week 15

November 29– December 5

Dead Day, Fri., Dec. 3

Module 5: Digital Rhetoric, cont.

Week 16 Finals Week

December 6 – 12

Module 5 recitals and assignments due

MWF730 class: Your final will be Friday, December 10, 7 am – 9:45 am

TR730 class: Your final will be Thursday, December 9, 7 am – 9:45 am

Badges, Assignments, and Due Dates

MOD	BADGE	ASSIGNMENT	DUE DATE	POINTS
DL	Digital Literacy	Expository Reflection	September 10	50 pts. recitals 25 pts. assignment
1	Composition Basics	Essay 1: Composition	September 24	50 pts. recitals 25 pts assignment
2	Language and Literacy	Essay 2: Language and Literacy	October 15	150 pts. recitals 50 pts assignment
3	Rhetorical Knowledge	Essay 3: Rhetorical Analysis	November 5	150 pts. recitals 50 pts. assignment
4	Research	Essay 4: Annotated Bibliography	November 15	150 pts. recitals 75 pts. assignment
5	Digital Rhetoric	Visual Argument Product Visual Argument Presentation E-portfolio	Weeks 15 & 16, TBA	150 pts. recitals 75 pts. assignment

Grade Distribution

You need to complete all recitals to earn the six badges needed to pass this course.

A	B	C	D	F
Complete all recitals; "Exemplary" assignment grade; > 90 percent attendance	Complete all recitals; "Mastered" assignment grade; > 90 percent attendance	Complete all recitals; or complete all writing assignments with "Mastered" grade	Complete 3 to 5 modules	Complete fewer than 3 modules completed

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 their rhetorical and writing knowledge and skills within these five knowledge domains: writing process knowledge, subject matter knowledge, rhetorical knowledge, genre knowledge, and discourse community knowledge. 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.

As of fall 2020, all sections of RWS 1301 and 1302 transitioned to online delivery. Regardless of the delivery system, the FYC program reminds students that the primary purpose of these classes is 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

Learning Objectives

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

Students in this course will

1. reflect on and critically analyze their own language experiences
2. synthesize information about racial and ethnic biases and other social justice issues and confront these issues in their writing
3. demonstrate engagement with multiple media sources through their projects, including, but not limited to, digital resources
4. identify relevant research sources and opportunities from their lived experiences, their campus interactions, and their engagement within their communities

5. apply knowledge from local communities to research broader social issues demonstrating their critical awareness

At the end of this course, you 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 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

Course Description

Rhetoric & Composition 1 (RWS 1301) helps students develop and reflect on their rhetorical and writing knowledge including awareness of social and racial justice, and the implications of their language choices, based on the understanding that language is never neutral. RWS 1301 helps students 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 communities.

The curriculum consists of these modules:

MODULE DL – Digital Literacy: Mastering your tools

- Using technology for scholarly purposes
- Library and online research techniques

MODULE 1 – Taking Inventory: Practicing the fundamentals of composition

- Exploring texts
- Experimenting with multimedia
- Collaborative project on studying texts, authorship, and the idea of composition

MODULE 2 – Language and Literacy: Autoethnographic study of self and language experiences

- Discovering the relationship between literacy, home, and language
- Looking back on your linguistic identities
- Examining how linguistic and cultural experiences affect ideas about what it means to write in college

MODULE 3 – Rhetorical Analysis: 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 – Research: Investigating social issues

- Identifying an issue of personal and social concern
- Interrogating assumptions, biases, and representations through topic research
- Composing a report with annotated bibliography for future study

MODULE 5 – Digital Rhetoric: Making visual arguments

- Creating infographic, videos, or alternative visual project
- Presenting of infographics and videos

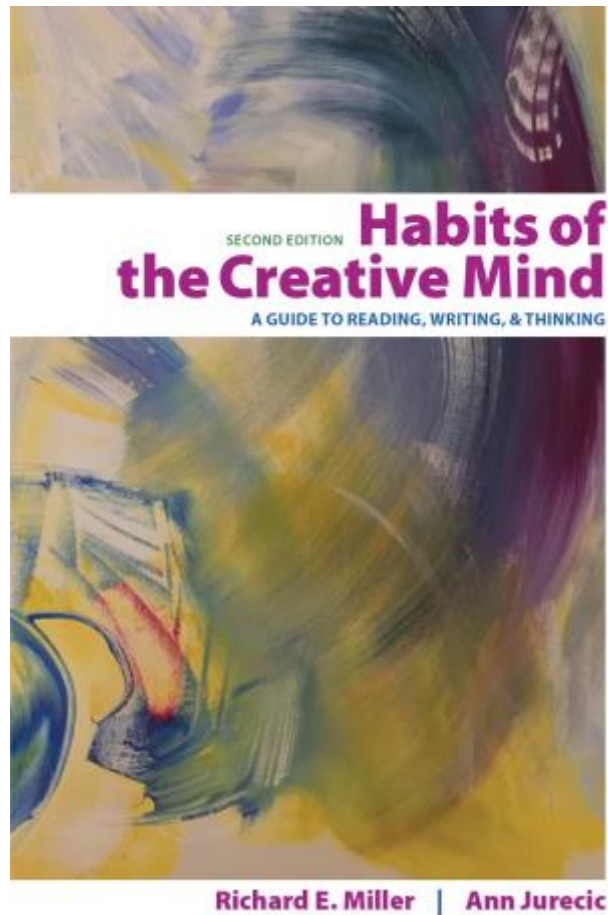
Texts and Materials

No cash? No problem!

Simply visit the Student Business Services for help with purchasing your textbooks.

<https://loans.utep.edu/launch.aspx>

Required Texts



Miller, R. E., & Jurecic, A. (2020). *Habits of the Creative Mind: A Guide to Reading, Writing, & Thinking* (2nd ed.) Boston: Bedford/St. Martin.

Available through the UTEP Bookstore.



This text is available under Course Readings.

Required Materials

In addition to the above textbooks, you will need:

RefWorks account. For your free account, go to RefWorks and log in using your UTEP email address and credentials or click on Create Account.

<https://refworks.proquest.com/>

Microsoft OneDrive account. For your free account and app, go to my.utep.edu¹, select OneDrive for Business, and log in using your UTEP email address and credentials. Next, download the app to your personal computer. If you encounter difficulties installing the app, contact tech support.

<https://www.utep.edu/technologysupport>

Microsoft Word, Office 365 version. For your free app, go here and select Microsoft Office 365 [NOT *Microsoft Office Pro*] > Faculty/Staff Log In Here [DO NOT select Student Log In]. If you have difficulties installing the app, visit tech support on the third floor of the University Library. IMPORTANT NOTE: We will be using the desktop app, not the online version. The online version will not allow you to style your documents as required for this course.

https://www.utep.edu/technologysupport/ServiceCatalog/SOFT_AllSoftware.html

Desktop or laptop computer. Given the specialized assignments of this class, Chromebooks and tablets will not work. Your computer must be able to run the desktop Microsoft Word app and OneDrive. You can request the loan of a laptop through tech support. Supplies are limited, so act quickly.

https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html. You can also use computers in any of UTEP's computer labs or collaborative learning centers.

Hi-speed internet connection. Your internet connection (cable, DSL, wi-fi, etc.) should be capable of a link speed of 2 MBPS, upload and download. To verify your link speed, click here. If your link speed below these specs, contact tech support. You can request the loan of a wi-fi hotspot. Supplies are limited, so act quickly.

<https://www.att.com/support/speedtest>

https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html

Course readings. Additional readings in addition to those found in the textbook will be provided to you at no cost. Locate these texts in Blackboard under the Course Readings folder.

Course Delivery

Face-to-Face Learning

Unless otherwise directed by the university, we will hold our classes in-person.

This course utilizes Blackboard, a learning management system (LMS). Through Blackboard, I will present twice-weekly lectures and activities online live. I will also provide you with permanent access to

¹<http://my.utep.edu/>

the syllabus, supplemental reading materials, activities, e-mail, and discussion groups. Since Blackboard is an integral part of the course, it is vital that you check in daily and participate consistently.

Instructions for Accessing Your Course Online

Use your UTEP email ID and password to access Bb through Single Sign On (SSO). UTEP automatically generated an e-mail ID for you when you were officially admitted to the university. Any questions or problems can be directed to the Helpdesk at **915-747-4357**, or by visiting the help desk.

<https://www.utep.edu/technologysupport/>

If you are not familiar with Blackboard, UTEP has many resources to help you grasp the basics. Visit Blackboard for UTEP Students.

https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

Academic Technology

This course makes heavy use of technology and multimedia. To test your computer and internet connection, click here. <https://www.att.com/support/speedtest/>

The idea upload speed is 20 MBPS. If your upload speed is below 20 MBPS, or if you believe that your computer is not optimized for accessing this course, UTEP will assist you at no cost to bring your technology up to standards. Click here to set up a free appointment.

<https://outlook.office365.com/owa/calendar/ComputerHealthCheckup@minersutep.onmicrosoft.com/bookings/s/RzGMzBO5ukG5ZIB030H0WA2>

If home access is not possible, arrangements can be made to use a computer regularly on campus to complete the work. Student computer labs are often available until midnight, but schedules do vary.

NOTE: During the present pandemic, some access may be restricted.

For a list of campus computer labs, visit

https://www.utep.edu/technologysupport/ServiceCatalog/COMP_ComputerPrintingLabs.html

WARNING: Due to the significant investment in technology made by UTEP, you will not be able to use technology problems as an excuse for not turning in assignments and recitals. You need to get into the habit of completing assignments for this course well before the due date to allow time for dealing with technical issues. Expect the unexpected: at some point by network issues, a hung computer, or a misbehaving app. By being prepared ahead of time, you can go to your Plan B.

Submitting Assignments

Submit all work through both Blackboard and OneDrive.

Throughout the writing assignment drafting process, you must maintain a working draft of the assignment in your personal RWS 1301 folder on OneDrive. I review your working draft during the course of the assignment. If you do not create and revise a draft of every writing assignment, you cannot pass the class.

Before turning in a writing assignment to Blackboard, you must stop and remove track changes and delete all comments. If you do manage to submit a paper with track changes and comments, you will need to resubmit the assignment using a Get Out of Jail Free card.

Personal Computer

You will need a laptop or desktop computer for this course. Given the specialized assignments of this class, tablets such as Chromebooks and iPads will not work.

Your computer must be able to run the latest desktop Microsoft Word app, not the browser version.

If your present computer will not work for this course, or you do not own a computer, UTEP will loan you a computer at no cost. Visit this link to arrange your loan.

https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html

Internet Access

If the locale at which you will access this course lacks adequate internet service, UTEP will loan you a wi-fi hotspot. Visit this link to arrange your loan.

https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html

MS Word

This course utilizes Microsoft Word (Office 365) as its required word processing app. UTEP provides this app to you at no cost. This app is for your personal computer. (Use of the online version is not permitted, as it does not allow the creation of templates and style presets.)

MS Word is the most popular word processing software in the world. Its use by businesses makes it a de facto industry standard.

Composition consists of two pillars: content and style. Using a single word processor app in this course is far more efficient than having to teach several different approaches. An added bonus is that by time you complete this course, you will have several style templates that you be able to use in your other courses.

For your free copy of MS Word, go to

https://www.utep.edu/technologysupport/ServiceCatalog/SOFT_AllSoftware.html

and

- select Microsoft Office 365 [DO NOT select Microsoft Office Pro]
- Faculty/Staff Log In Here [DO NOT select Student Log In].

If you encounter difficulties installing the app, contact tech support at

<https://www.utep.edu/technologysupport>

OneDrive

You must write all your major writing assignments using the MS Word app and store your drafts in a shared OneDrive folder. With OneDrive, you always have access to your course work. No more transferring files back and forth using thumb drives and emails. OneDrive also allows collaborative revising with me and your peers.

By enrolling in this course, you agree to allow me access to your writing assignments and activities on OneDrive. This way, I can work with you throughout the entire writing process by providing timely formative feedback on content and formatting.

To activate your UTEP OneDrive account, go to my.utep.edu², select OneDrive for Business and log in using your UTEP email address and credentials. Next, download the app to your personal computer. If you encounter difficulties installing the app, contact tech support at <https://www.utep.edu/technologysupport>

RefWorks

RefWorks is an online database for storing sources and creating bibliographies.

For your free account, go to

<https://refworks.proquest.com/>

and log in using your UTEP email address and credentials.

Helpful Online Sources

Frequently used web tools for this course include:

- MinerQuest <https://www.utep.edu/library/>
- Oxford English Dictionary <https://0-www-oed-com.lib.utep.edu/>
- Purdue OWL https://owl.purdue.edu/owl/purdue_owl.html
- UTEP Tech Support/Help Desk <https://www.utep.edu/technologysupport/>

Online Modules

This course utilizes Blackboard, a learning management system (LMS). Blackboard provides you permanent access to the syllabus, supplemental reading materials, activities, e-mail, and discussion groups. Since Blackboard is an integral part of the course, it is vital that you check in daily and participate consistently.

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<https://www.utep.edu/technologysupport/>.

If you are not familiar with Blackboard, UTEP has many resources to help you grasp the basics. Visit the Blackboard tutorials for more.

https://www.utep.edu/technologysupport/ServiceCatalog/BB_Students.html

²<http://my.utep.edu/>

Distance Learning Contingency (COVID-19)

Given the fluidity of the coronavirus pandemic, we may need to transition to distance learning at short notice.

Distance learning consists of live, online lectures (synchronous classes), prerecorded online lectures (asynchronous classes), instructional videos, and recitals.

Synchronous classes take place at the scheduled meeting time for the course as established by the registrar's office. Each synchronous class will be available up to thirty minutes before the scheduled start of class. The bonus warmup activity is available during that window.

- Blackboard takes attendance automatically, recording when you log in and log out of each synchronous class session.
- When you log into class, have your cameras on and mics muted.
- As cameras must be on at the start of class and when you are called on, make sure that your background is appropriate for the class and that you are in a quiet environment appropriate for scholarly learning.
- When the first lecture or activity begins, you may turn off your camera.
- When called on, turn on your camera and mic.
- As the best learning is interactive learning, I typically call on a student at random every five (5) minutes to discuss the lecture or activity. You may be asked to share your work with the rest of the class through screenshare. Be prepared!
- If your technology does not allow you to participate, either because of mic or camera malfunction, poor internet connection, or an incompatible app, you will be marked Absent for the class. Immediately following class, contact tech support to resolve the issue. Once the tech issue is resolved, the absence will be removed.

Blackboard records every online synchronous class session. Feel free to review the class at any time to better understand a concept or practice a demo. Please be aware of applicable copyright laws that apply to all course content, including live lectures. Ownership of lectures and any accompanying course materials belong to the instructor. You may not redistribute or record them, including reposting online, without the express, written consent of the instructor. In other words, the recorded lectures are for personal use only; you may not share them with others.

Asynchronous classes, instructional videos, and activities are available 24/7. You may access asynchronous classes any time outside of the scheduled class time.

Mastery
is the path of
patient dedicated
effort
without attachment to
immediate
results.

Mastery

This course is about mastery. While I am here to serve as your guide, the journey is all yours.

Reality check: The college experience is about studying, not class attendance. It's been this way for over nine hundred years. In high school, you attended classes for 70 percent of the time and studied outside of the classroom 30 percent of the time. In college, this equation is reversed. The three hours you spend each week in a three-unit class means another six hours studying on your own by reading texts, completing recitals, or writing papers.

During classes, I help you process what you read, wrote, or practiced while you studied.

Passing this Course

This is a course that requires effort over ability to demonstrate mastery. You can demonstrate your mastery and pass this course by either

(1) obtaining all six module badges; or

(2) completing all major assignments.

Completing either 1 or 2 will earn you a C in the course.

To receive a grade of B or higher, you must complete both 1 and 2, as well as having exceptional (greater than 90 percent) attendance.

Badges

One measure of mastery in this course is through acquisition of module badges. The course awards one badge with each completed learning objective module. Each module consists of a combination of lectures (live and recorded), recitals (activities), and one or more graded composition assignments. Most modules take at least 12 to 24 hours of study spread over two to three weeks to complete.

Sequence. You build on previous work; therefore, each module is designed to be completed in order. This is necessary as much of the instruction in this course is scaffolded. Completing the modules out of order will be tedious, frustrating, and repetitive.

Learning Components

This course is made up of lectures, recitals, and assignments.

Lectures

Through the use of lectures, both live and prerecorded, I will introduce you to theories and practices that kindle discovery.

Recitals

Have you noticed how in high school you had to sit in a classroom with a teacher five days per week for nine months in order to pass a single subject? College differs in that you spend only three hours per week for four months to pass a single subject. That equals 120 hours with a teacher in high school versus only 45 hours with a professor in college. Where did the other 75 hours go?

Those hours go into *studying*.

In this class, you demonstrate studying through the completion of *recitals*. This tried-and-true method of scholarship dates to the origins of the universities at Cambridge and Oxford over eight centuries ago.

Recitals consist of all activities that you complete, apart from attending lectures. This is your personal study time. You can conduct personal study time on your own, with your peers, or with a tutor. In this course, recitals consist of activities that include selected readings, compositions, quizzes, postings, and research.

You turn in recitals associated with each class module. These formative assessments in turn become building blocks for each major writing assignment. Complete the recitals and you have drafted a paper.

Activities associated with recitals do not receive a grade, per se. Instead, you receive a “you-either-completed-it-or-you-did-not-complete-it” assessment.

Complete – Mastered recital activity

Needs revising – Did not meet the learning outcome. Simply revise and resubmit for full credit.

Incomplete – Attempted but missing too many elements. Revise and resubmit for full credit.

Missing – Zero points; not submitted

Assignments

Assignments demonstrate your mastery of each learning module. Your assignment grade will determine whether you receive a C or an A in the course. All assignments must go through multiple drafts before it is accepted for grading. You may also revise a paper for a higher grade using a Get Out of Jail Free card as many times as it takes to receive the grade you desire.

All assignments must be submitted through Blackboard for grading. All assignments must also be submitted clean—that is, all comments and track changes removed before submitting. Any assignment submitted that is not clean will be marked late and you will have to resubmit using a Get Out of Jail Free card.

Exemplary (A) – Mastered assignment, as well as demonstrating exceptional insight

Mastered (B) – Fulfilled all aspects of the rhetorical situation, as well as mastering all learning objectives.

Satisfactory (C) – Satisfied all learning objectives.

Not Yet (D) – Learning objectives not met

Missing (F) – Not submitted or incomplete

Due Dates and Late Work

Due dates are necessary to ensure satisfactory progress during the course. It is also necessary in order for me to balance my workload through the semester. They also provide me with the work product I need to assess your progress and provide feedback.

Late Work

Late work is not accepted without prior approval. You can receive an extension by attending office hour *before* the assignment is due. If the due date has passed, you can receive a one-time exception using your Get Out of Jail Free (GOJF) card. You receive one GOJF card per semester. Additional cards are awarded periodically for perfect attendance, badges earned, or bonus work.

Extensions to due dates are granted by the university for certain excused absences or through accommodations. I will be notified by the appropriate office when such extensions are warranted.

Bonus Work

Each student receives one Get Out of Jail Free card at the beginning of the semester. You can earn additional cards throughout the semester through one of the following:

- Attendance. 100% attendance OR > 90% attendance plus high bonus score
- Badge progress. Satisfactory badge progress
- Bonus score. High bonus score (top 30 percent of class)

New Get Out of Jail Free cards are awarded at the end of each module.

First Drafts

Revise, revise, revise!

Your writing on major assignments receives constant evaluation throughout the composition process. Periodically, you will receive comments on your draft assignments through OneDrive and Blackboard. These comments will

- ensure satisfactory progress and that the project meets the requirements of the assignment, and
- address the “big issues,” focusing your attention on the most essential elements of the assignment. The comments WILL NOT necessarily focus on grammar and mechanics — so it is always an excellent idea to have your papers reviewed by tutors, peers, and the Writing Center as well.

Virtual Formative Assessment (VFA)

If you are reading this sentence, send me a picture of a dragon by email before the second class to receive a valuable bonus. From time-to-time, you will submit your drafts through Blackboard. Your drafts do not receive a grade, per se; they will receive activity credits. You must receive an activity score of Complete in order to submit a final draft for an assignment grade.

Complete – Draft complete; okay to submit revised final draft for grade

In progress – Satisfactory progress

Revisions needed – Missing one or more required elements; revise and notify your instructor when ready.

Incomplete – Not enough elements complete to assess. You will need to attend office hours to clear the incomplete.

Missing– Not available in course folder. You will need to use a GOJF card to submit.

If you do not receive a Complete before the revised final draft is due, your assignment will be marked late. See Late Work above.

Lecture Attendance Policy

Those who show up and participate in class pass the course. Those who do not, don't. It's been that way at colleges and universities for over one thousand years. It is a justified claim.

Whether you choose to show up to class or not is up to you.

However, both university and department policy requires me to penalize you for not attending class, as this is a first-year core course.

According to UTEP's catalog regarding first-year core courses,

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. If you have questions about absences for illness, bereavement, or other absences, contact the Dean of Students Office at 915-747-5648 or dos@utep.edu³ with any questions.

<http://catalog.utep.edu/undergrad/academic-regulations/#curriculumandclassroompolicies>

Therefore, according to the university, attendance is mandatory for all freshman-level courses. You are expected to attend all class meetings and to participate in discussions and workshops. The class discussions will help you improve your writing, often through the demonstration of concepts or by guided practice.

First-Year Composition Department Policy

According to the guidelines established by the UTEP's FYC Program,

Students are entitled to a single week of unexplained absences without penalty (for example, 3 classes missed in a three-times-a-week class, 2 classes missed in twice-a-week class, 1 class missed in a once-a-week class).

³<mailto:dos@utep.edu>

After 2 total weeks of absence (not necessarily consecutive classes) the student's grade is lowered by a full letter (A becomes B, etc.).

After 3 total weeks of absence (not necessarily consecutive), the student is automatically dropped from class.

Missing a scheduled conference with the instructor constitutes an absence.

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, with each missed week of class activities constituting absence from a week of class.

The instructor can measure participation through various pathways, such as completion of scaffolded activities and discussion posts, and responding to other students' posts and feedback.

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.

Participation

Your attendance is further affected by your participation in class. During each class, I will call on students at random to answer questions, comment on a topic, or share work. If you do not respond, you will be marked Absent for the class.

Audio and video technical difficulties that prevent class participation will result in you being marked Absent for the class. The absence will be removed if you correct the issue before the next class. You can do this by contacting tech support and forwarding proof of correction me.

Tardies

The only thing worse than being absent to class is being late to class.

Early is on time; on time is late; late is inexcusable. Don't be late to class, as it affects your final grade.

Missed Classes

You are still responsible for subjects and activities covered, whether excused or unexcused. While some class lectures may be recorded, the technology is buggy and does not always work.

If you missed a class, you may receive an excused absence by composing an expository reflection on the material covered. Whether excused or not, you are still responsible for completing all recitals and assignments within a module.”

Excused Absences

If you are participating in a designated university-recognized activity, such as athletics, I will receive a letter from the Dean of Students. Per the university catalog,

Students who will be absent while representing the University in officially recognized University activities (sports, band, professional conferences, etc.) must notify the Dean of Students not less than ten (10) days prior to the absence. The Dean of Students will provide the student with a letter of excuse for the professors. It is the student’s responsibility to give the letter to the professors prior to the official recognized activity. Students following these procedures will be permitted to make up both assignments and examinations in consultation with faculty.

Classroom Etiquette

The following guidelines on classroom etiquette applies equally to face-to-face and live online lectures, as well as discussion board postings and group work.

Civil Discourse

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 discussions, or which may surface through our social media activity. You are expected to demonstrate the utmost respect and courtesy for your peers with differing arguments, viewpoints, and experiences. Sexist, racist, homophobic, or other hateful speech toward others will not be tolerated. Civil discourse is an important component of every democracy. This includes our online community.

Here are some ground rules to facilitate class and online discussion:

- Address fellow students using their preferred names and pronouns.
- Demonstrate mutual respect toward all viewpoints. Harassing or inappropriate comments will not be tolerated.
- Speak from experience and respect the experiences of others.
- Direct your comments to your classmate, not your instructor.
- When responding to a comment, try articulating the other person’s viewpoint.
- Always consider your audience, which includes both your instructor and your fellow students.
- When reacting to someone else’s message, address the ideas, not the person. Speak or post only what anyone would comfortably state in a face-to-face situation.

Since Blackboard is not a public internet venue, all postings to it should be considered private and confidential. Postings to this online space are intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or social media site. Students

wishing to repost outside of Blackboard have an ethical and legal obligation to first request permission from the writer or writers.

Devices

If you are reading this sentence, send me a picture of a dragon by email and I will award you a bonus for the course. Electronic devices, whether a smartphone, tablet, or computer, facilitate research and composition. However, if their use does not contribute to the conversation or the task at hand in the classroom, or are a distraction, then I have the duty and obligation to require the class to put them away or turn them off.

Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of academic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty insist on adherence to these standards.

Any student who commits an act of academic dishonesty is subject to discipline. 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 or by you for another class, taking an examination for another person, and any act designed to give you an unfair advantage or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others.

To view UTEP's academic regulations, click here for the current academic catalog.

<http://catalog.utep.edu/undergrad/academic-regulations>

<https://www.utep.edu/student-affairs/dean-of-students-office/>

Copyright and Fair Use

UTEP requires all members of its community to follow copyright and fair use laws and guidelines. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

Student Success

Accessibility

The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you suspect that you have a disability and are in need of an accommodation, please contact the Center for Accommodations

and Support Services (CASS) at 747-5148 or cass@utep.edu⁴. The CASS is located in Union East Building, room 106. Students are responsible for presenting the instructor any CASS accommodation letters and instructions.

Please note that CASS accommodations are not retroactive to past-due activities and assignments.

<https://www.utep.edu/student-affairs/cass/>

University Writing Center

The 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 you understand any writing assignment and provide help on comprehending difficult textbook material.

To facilitate revision, I encourage you to visit the writing center at least twelve (12) hours before the assignment is due.

<https://www.utep.edu/uwc/>

Military Students

If you are a military student (veteran, dependent, or active duty) please visit the Military Student Success Center⁵. 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. Keeping me informed will better help me and trained university staff assist you. Click here to learn more.

<https://www.utep.edu/student-affairs/mssc/>

Counseling Center

The University Counseling Center (UCC) provides free, confidential services in Spanish and English to all currently enrolled students. Services include career counseling to help you clarify academic or career goals and overcome obstacles to learning and decision making. The UCC also provides personal counseling to address issues that can affect your ability to perform optimally in academic and professional endeavors. In addition, the UCC provides educational workshops, outreach programs, and self-help resources on everything from stress and time management to self-esteem and relationship issues.

Hours of operations are 8:00 a.m. to 5:00 p.m., Monday through Friday, with extended hours (open until 7:00 p.m.) during the fall and spring semesters on Mondays and Tuesdays. They can be reached at 915-747-5302 or www.utep.edu/counsel⁶

⁴<mailto:cass@utep.edu>

⁵<http://military.utep.edu/>

⁶<http://www.utep.edu/counsel>

Your Instructor



Keeping in Touch

I can be reached by email at pjvierra@utep.edu⁷. When writing me, please use your UTEP email account. Include the class day and time that we meet. DO NOT include your student ID number.

Example subject line: Subject: RWS 1301 MWF730 Question

For technical support, your first call should be to UTEP's Technology Support Center (TSC) Help Desk at 915-747-4357 or www.utep.edu/technologysupport⁸. You can also visit TSC on the third floor of the University Library.

About your Instructor

PJ Vierra, PhD

Ph.D., Rhetoric and Composition, The University of Texas at El Paso, 2016

Master of Liberal Arts, History, University of St. Thomas, Houston, 2012

Bachelor of Arts, Theatre, San Jose State University, 1979

Student Office Hours

⁷<mailto:pjvierra@utep.edu>

⁸<http://www.utep.edu/technologysupport>

Friday, 9:30 a.m. to 1:30 p.m.

online via Blackboard Collaborate

Sunday, 12:30 p.m. to 2 p.m.

online via Blackboard Collaborate

Student office hours take place online through Blackboard Collaborate and are first-come, first-served. I can meet with you face-to-face in the University Writing Center by appointment.