

RWS 1302

## **Rhetoric and Writing Studies II**

CRN: 12668

Meeting Time: Thursday, 4:30-5:50 PM

Room: UGLC 232

### **Instructor Information**

Name: Sebastian Martinez

Email: semartinez8@utep.edu

**Office Hours:** Tue- 4:30-5:30 PM, Fri- 12:00-2:00 PM in the University Writing Center

### **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 1 and RWS 1302—Rhetoric and Composition 2. 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

### And we are...

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 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:

**MODULE 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.

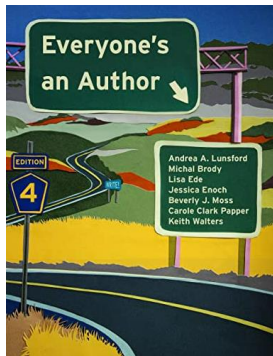
**MODULE 2: Community Genre Analysis:** Students will identify two distinct texts in different genres (written, visual, and/or oral) created by their organization or related to their selected issue. Students will write an explanatory genre analysis of the two texts and how they operate rhetorically. Students will engage in peer review activities during the writing process.

**MODULE 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.

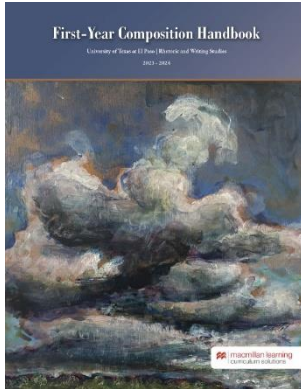
**MODULE 4. Broader Community Study:** The broader community study will build upon students' local research, extending it into a broader inquiry. Students have the option to change their focus. This project will incorporate secondary research in order to examine the societal impact of their chosen issue. This includes developing a larger list of sources and creating an evaluative annotated bibliography.

**MODULE 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., Enoch, J., Moss, B.J., Papper, C.C., Walters, K. (2023). Everyone's an Author, 4th. Norton Publishing.  
ISBN: 978-1-324-04510-6
  - Available at the UTEP Bookstore



- UTEP First-Year Composition Handbook, 2023-2024 ed.
  - E-book available through UTEP bookstore.
- Additional required readings may also be posted on Blackboard.

### **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 and below = F

200 Points: MODULE 1– Community Engagement Proposal

200 Points: MODULE 2 – Community Genre Analysis

200 Points: MODULE 3 – Local Fieldwork

200 Points: MODULE 4 – Broader Community Study

200 Points: MODULE 5 – Multimodal Community Project/Tool

### **Grading Policy**

During the course you will complete five major assignments/projects, each of which will be worth the same number of points in relation to your overall grade. I've chosen this method of grading to enforce the importance of each assignment you will complete throughout the course, making sure that one project isn't worth more than another.

As shown above, you can earn up to 200 points in each learning module, which will be split between discussion posts, reading discussions, mini assignments, drafts, and one major assignment in each module. Before the due date of some of the major assignments, we will spend some time revising a draft of that major assignment in class, which is meant to encourage the recursive nature of the writing process.

As far as what I'm going to be evaluating in each of your submissions, I'm going to primarily be looking at the content of your writing. I want your submissions to be substantial, well thought-

out, and engaged with the prompt or purpose of the assignment. I'm going to forego "word-count" requirements because I would prefer that you write in a way that seems fulfilling to yourself (and the assignment), rather than to meet an arbitrary number of words. That being said, the writing being done in this course should convey effort and be reflective of the time you spent on completing it.

To that effect, I also won't be evaluating for grammar or "academic language." I'm mainly concerned with how well you can express your ideas and thoughts through your writing in whichever way you're most comfortable doing. From time to time, I may offer grammatical tips and suggestions, if necessary, but these will be purely constructive and are not meant to count against your grade.

Upon grading many of your assignments, I will try to provide an end-comment that consists of feedback in response to your written work. If any of you would like to discuss your grades, you are welcome to visit during my office hours to do just that.

### **Course Delivery**

In Fall 2023, 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 or 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 Blackboard course shell for this class. Since the Blackboard 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:** It is important to submit work before deadlines for full credit and feedback. If anything were to come up that prevents you from submitting an assignment on time, do not hesitate to reach out to me through email to let me know what's going on so that we can work out a solution/extension for that assignment.

**Participation:** All students will be provided with an equal chance of participating in the class, given that they will be called upon at random. Students are expected to be active participants both in-person and online.

### **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). 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). In addition, the First-Year Composition Program has developed the following policies that should be adhered to strictly by all instructors:

For Face-to-Face Classes: 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).

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.

For Hybrid Courses: The attendance policy for hybrid courses aligns with the structure for face-to-face courses with each missed weekly class meeting constituting absence from a week of class.

The program recommends that the student contact the instructor to discuss the attendance policy and how it applies in cases in which it is not possible to attend a weekly class meeting, while continuing to maintain robust participation in class activities. [see also online courses]

For Online Courses: 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. We also recommend measuring course activity by using the Course Reports feature on Blackboard, particularly the Course Activity Overview.

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.

**Academic Integrity:** The University of Texas at El Paso prides itself on its standards of academic excellence. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. 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, taking an examination for 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.

The First-Year Composition Program fundamentally trusts its students and strives to create dynamic classroom experiences and writing opportunities rooted in the values of inquiry and critical thinking. We agree deeply with Anna R. Mills' (2023) claim, in the *Chronicle of Higher Education*, that "writing practice continues to be intensely rewarding for students and central to intellectual growth in college."

Because of the rapid pace of change represented by ChatGPT and similar programs, it is necessary to set clear program standards regarding their use in our classes. Specifically, the FYC Program recognizes that language models hold educational value that can be explored in the classroom, such as narrowing down a topic idea or critically analyzing the quality of an AI-generated text. However, our program maintains a clear expectation that all assignment submissions must constitute original pieces of writing composed 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.

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

## Important Dates for FALL 2023 Semester

<b>Aug. 28<sup>th</sup></b>	Fall classes begin
<b>Aug. 28-Sep. 1<sup>st</sup></b>	Late Registration (Fees are incurred)
<b>Sep. 4<sup>th</sup></b>	Labor Day Holiday- University Closed
<b>Sep. 13<sup>th</sup></b>	Fall Census Day
<b>Nov. 3<sup>rd</sup></b>	Fall Drop/Withdrawal Deadline <i>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.</i>
<b>Nov. 23<sup>rd</sup>- 24<sup>th</sup></b>	Thanksgiving Holiday- University Closed
<b>Dec. 7<sup>th</sup></b>	Fall last day of classes

## Course Schedule

MODULES	DATES***	REQUIRED READINGS**	ASSIGNMENTS*
Proposal	1 Aug 28-Sep 1	Thinking Rhetorically	
	Sep 4-8	Making a Proposal	Mini 1: Identifying Communities
	Sep 11-15	Rhetorical Situations	
Genre Analysis	2 Sep 18-22	Choosing Genres	Major 1: Issue Proposal
	Sep 25-29	Reading Rhetorically	Mini 2: Genre Analysis
Primary Research	3 Oct 2-6	Analyzing and Constructing Arguments	
	Oct 9-13	Starting Your Research	Major 2: Genre Convention Analysis
	Oct 16-20	Reporting Information	Mini 3: Preparing Primary Research
Secondary Research	Oct 23-27	What's Your Style?	
	4 Oct 30-Nov 3	Finding Sources	Major 3: Primary Research of Social Issue
Multimodal Project	Nov 6-10	Evaluating Sources	Mini 4: Generating Secondary Research
	Nov 13-17	Sythesizing Ideas	
Project	5 Nov 20-24	Designing What You Write	Major 4: Secondary Research Guide
	Nov 27-Dec 1	Writing in Multiple Modes	Major 5: Multimodal Product
	Dec 4-7	Editing Errors that Matter	Mini 5: Research Reflection
<b>*Discussion Posts and Reading Journals will be due once a week (on the weeks noted above) on Blackboard as well.</b>			
<b>**Readings chosen from Everyone's an Author Textbook</b>			
<b>***Due dates, readings, and assignments subject to change upon prior notice.</b>			