

## Rhetoric and Writing Studies (RWS) 1301

CRN: 13551

### Instructor Information

Name: **Shankar Paudel** (he/him/his)

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Office Hours: *11.30 am -12.30 pm (Mondays and Wednesdays)*

Location: *University Writing Center, Second Floor of University Library*

[The office hour is a subject to change after you all let me know what times work best for you.]

Office hours are dedicated times each week where you can drop in to meet with a professor. Office hours for this class will be held face-to-face mostly but I am also open for online meetings via Zoom or Blackboard Collaborate based on your convenience. I am also available at other days and times by appointment only. Don't hesitate to reach out!

UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number (UTEP ID).

### 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 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)**

### **RWS 1301 & 1302 Learning Outcomes**

- Students will reflect on and critically analyze their own language experiences.
- Students will synthesize information about racial and ethnic biases and other social justice issues and confront these issues in their writing.
- Students will demonstrate engagement with multiple media sources through their projects, including, but not limited to, digital resources.
- Students will identify relevant research sources and opportunities from their lived experiences, their campus interactions, and their engagement within their communities.
- 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 21<sup>st</sup> century technological literacies and modalities needed for researching and composing
- Locate and evaluate primary and secondary materials, such as: surveys, interviews, observations, case studies, 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 1 (RWS 1301) Course Description**

Rhetoric & Composition 1 (RWS 1301) is designed to help you in all disciplines reach their academic and professional goals as writers. Course assignments invite you to explore civic, 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

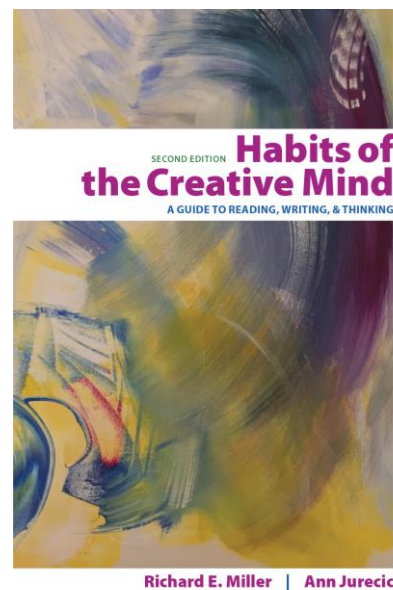
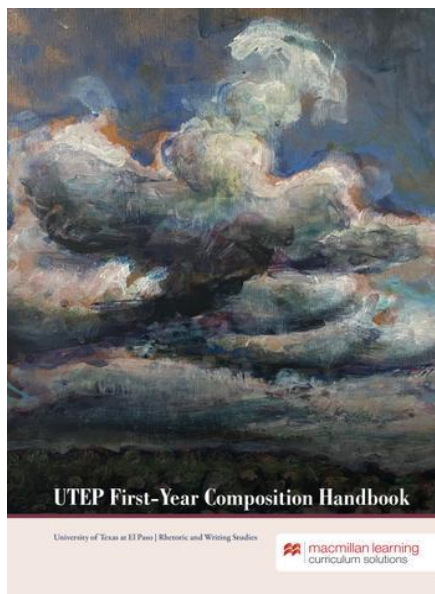
- Identifying an issue of personal and social concern
- Interrogating assumptions, biases, and representations through topic research
- Report with annotated bibliography for future study

### MODULE 5 – Visual argument

- Creating infographic, PSA, or alternative visual project
- Presentation of infographics and PSAs

### Required Texts & Materials

- **UTEP First-Year Composition Handbook, Fall- 2022 edition** (E-book copies are available through the UTEP Bookstore.)
- **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)



(Link to bookstore: [University Book Store](#))

Any additional required readings will also be posted on Blackboard as pdf files or a URL to access it will be provided. If you have any difficulties accessing one of these texts, reach out to me as soon as possible.

## 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

### Points Division

**150 Points:** MODULE 1 – Taking Inventory

**200 Points:** MODULE 2 – Autoethnographic Study of Self and Language Experience

**150 Points:** MODULE 3 – Remixing the Self Study

**200 Points:** MODULE 4 – Social Issue Investigation

**200 Points:** MODULE 5 – Visual argument

**100 Points:** Attendance, Participation, Classroom Etiquette/Netiquette

### Grading

There will be five major assignments in this class, each associated with a module. You can review the points for all activities in the Course Calendar document. This class is focused on your composing practices. To that end, I want us to practice revising our work as a part of the course, both through Module 3's Remixing theme, but also more broadly through requests for you to take in feedback from your peers and myself and change your writing. You will be rewriting and revising some of your work this semester because it is a crucial writing skill.

### Writing Project [20%]

During the course you will complete five writing projects, each of which will go through multiple drafts before it is considered complete. As you go through the writing process, your drafts will be reviewed continually by your peers, your writing tutors, and me. You will receive copious feedback on the drafts you submit. These comments are aimed at redirecting your work for revision. One of the primary goals of the course is to learn how to rethink and rework your writing. The point is that an early draft is composed of first thoughts, and that a truly sophisticated piece of writing usually involves a great deal of reflection, analysis, and craft. This course is about experimenting with a process, and discovering whether that process can help deepen your sense of your writing and of yourself as a writer. Each completed project will be evaluated for its adherence to this multiple drafting process. I will be looking for ways in which you work through your assignments, how willing you are to take risks, and how much effort goes into each assignment. If you write with sincerity and a serious approach, you will probably do well in the course. The Writing Projects should be approximately 500 words each.

### Reading Responses/Discussion Board Posts [20%]

You will be responsible for writing three discussion posts each week throughout the course. These responses should be approximately 150-200 words and provide a thoughtful response to the prompts/readings. You should analyze the topics addressed, draw connections among the various readings and between the readings and your experiences.

### **Participation and Peer Response [10%]**

This is a workshop style class in which each person's participation is essential. I encourage you to be a lively participant in our discussions. What you offer to the whole group in discussions can help stimulate all of us. I expect that you will offer thoughtful, informed responses, ask questions, and feel welcome to challenge views expressed by your classmates and me. Please do not hesitate to ask when you have questions about your writing or about other aspects of the course. Throughout the semester, you will be engaged in frequent peer response sessions. I am interested in what you contribute to the community of your peers, and also how you utilize their feedback in guiding your revision. The written feedback you give to your peers will go into their portfolios for each unit and will become part of your grade for that unit. You must also engage in conversation with your classmates by replying to other's post. You must write at least two responses to different posts for each week. Replies to other's posts must offer an insightful and detailed response; simple responses like "I agree" are **NOT** sufficient. Replies should be approximately 50 words.

### **Journal Entries [10%]**

Journal entries will be personal which will be available or visible to the creator and the instructor only. You will be responsible for writing a journal on the basis of the prompt provided each week. You should analyze the topics addressed, draw connections among the various readings and between the readings and your experiences. Meanwhile, for this you can connect your writing with relevant images, music, songs, performances, news, or whatever is relevant and important you think would be for the prompt. Don't forget to cite/give credit to anything you use for it from other sources. Each journal should be approximately 200-250 words.

### **Final Projects (Proposal+ Draft+ Final) [40%]**

The final project is the major assignment for each module. You will be asked to draft a proposal for it in the middle of the week for respective modules which will be then discussed in the class. The first draft must be submitted a week prior to submit the final draft so that you would have enough time to peer-review and edit before you submit the final version.

## **Course Delivery**

The course is designed to engage students through discussions with your classmates and instructor through Blackboard (Bb), UTEP's Learning Management System (LMS). The course will rely extensively on Blackboard, though your individual instructor may supplement it by incorporating other platforms and various media. In order to succeed in the course, you will need to have regular use of the internet and a stable connection. 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: [UTEP Technology Support](#) 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. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another 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.

### [Submitting Work](#)

Most work will be submitted through the Bb course shell for this class, or directly to your professor via email. 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 (**For example:** spaudel, Module-1, Draft; spaudel, Module- 1 Final).

### [Late Work](#)

It is important to submit work on time for full credit and feedback. I understand how the best-laid plans go awry sometimes (and especially as we live through this pandemic), and I want to work with you on succeeding in our work in this class. If you anticipate being unable to complete something on time, please contact me at least three hours before with:

1. your in-progress work (if you have nothing just tell me),
2. a proposal for how you will complete the work, and
3. when you will complete it by.

If you do not send these three items to me at least three hours prior (everything in this class is due at 11.59pm, so 8.59pm) then you and I will have to make a plan together than may involve a grade penalty or other consequences. My standard late work grade penalty will be 20% of the possible points. Please refer to the program attendance policy below for more information about completing work.

### [One-on-One Conferencing](#)

One of the requirements throughout the semester is two times One-on-One conference with me (instructor). One-on-One conferencing gives each of you a personal face time with me in a designated space in the classroom or any place in the University Writing Center. Conferencing is one way that might help us to promote and develop relationships and gather important and specific data. It also will play a role in addressing any issues in relation to the overall course. This will be the personal time and space where not only you but also I will get to know any

improvements/changes I may have to make for the course delivery. You will be helping me to know you and your expectations better and at the same time you will be helped for anything that you might need for the successful completion of the course.

### **Classroom Etiquette/ Netiquette**

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.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

### **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. 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 Classes**

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.

### **For Online Classes**

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 [Registration and Records 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.

### [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.

### [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> <a href="mailto:studenthealth@utep.edu">studenthealth@utep.edu</a>
UTEP Police Department	915-747-5611	<a href="https://www.utep.edu/police/">https://www.utep.edu/police/</a> <a href="mailto:police@utep.edu">police@utep.edu</a>
Counseling and Psychological Services	915-747-5302	<a href="https://www.utep.edu/student-affairs/counsel/">https://www.utep.edu/student-affairs/counsel/</a> <a href="mailto:caps@utep.edu">caps@utep.edu</a>

### Academic Calendar Fall 2022

<b>Aug 22nd</b>	Fall classes begin
<b>Aug 22nd-26th</b>	Late Registration (Fees are incurred)
<b>Sept 5th</b>	Labor Day Holiday - University Closed
<b>Sept 7th</b>	Fall Census Day; this is the last day to register for classes.
<b>Oct 28th</b>	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.
<b>Nov 24-25th</b>	Thanksgiving Holiday - University Closed
<b>Dec 1</b>	Fall – Last day of classes
<b>Dec 5-9th</b>	Fall Final Exams

### UTEP LAND ACKNOWLEDGEMENT STATEMENT

As members of the University of Texas at El Paso community, we acknowledge that we are meeting on unceded Indigenous land. We would like to recognize and pay our respects to the Indigenous people with long ties to the immediate region: Lipan Apache, Mescalero Apache, Piro, Manso, Suma, Jumano, Ysleta del Sur Pueblo, Piro/Manso/Tiwa Indian Tribe of the Pueblo of San Juan de Guadalupe, and Tortugas Pueblo. We also acknowledge the nations whose territories include present day Texas: the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Alabama-Coushatta, Kickapoo, and the peoples of Chihuahua and northern Mexico from whom most/many of our students descend, such as the Rarámuri, Tepehuan, Wixarrika and Nahuatlaca peoples. Finally, we recognize all of the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories here in Paso del Norte, on Turtle Island. The University of Texas at El Paso honors your history and cultures and we seek greater awareness of the myriad ways in which your legacy can guide us in fruitful partnerships and mutually fulfilling relationships.