

Rhetoric and Writing Studies RWS 1302 Community Engagement and Leadership (CEL)*

CRN: 12007

Instructor Information:

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Program Overview

At UTEP, the **First-Year Composition (FYC) program** in the English department offers two first-year courses that are typically taken as a sequence, RWS 1301—Rhetoric and Composition I and RWS 1302—Rhetoric and Composition II. These courses are intended to help students develop and reflect upon their rhetorical and writing knowledge including awareness of social and racial justice, and the implications of their language choices when they write, based on the understanding that language is never neutral. Therefore, we teach writing as a complex activity through which students are given guidance and often collaborate. Drawing on the rich scholarship of Rhetoric and Writing Studies, we have designed our courses to help students address the challenges of 21st century composing. In these courses, students are empowered to determine the most effective strategies, arrangements, and media to use in different rhetorical contexts.

The FYC program reminds students that the primary purpose of these classes are the learning and practice of writing. The Conference on College Composition and Communication together with the Council of Writing Program Administrators state:

Writing classes teach writing: Principally, writing classes foreground writing itself as a complex, distributed activity premised upon sociality and community formation, processes and materials, flexibility, and ethical communication. Writing classes may involve participants in purposeful interpersonal interactions (discussions and conversations), writing-related activities (peer review, studying features in model texts), and interpreting texts (making meaning individually or together with others); however, the activity of writing itself continues to be central to what a writing class sponsors.

CCCC and CWPA Joint Statement in Response to the COVID-19 Pandemic

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.

Community Engagement Component/Course Description

***The “CEL” designation** for this course stands for “Community Engagement & Leadership” and is part of a new certificate program in the College of Liberal Arts. The purpose of this CEL course is to strengthen students’ understanding of their role in society as engaged citizens and to build the knowledge and competencies that will enable them to be socially responsible and participating community leaders. Accordingly, course assignments and assessments are developed in line with the CEL program mission in Liberal Arts, as well as within the broader framework and mission of UTEP’s “Edge Advantages” goals.

Rhetoric & Composition 2 (RWS 1302) CEL 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. In addition, because communication is central to being an active and engaged member of society, the course also provides a space for informed advocacy.

This course requires a minimum of 20 direct or indirect community-engagement exploration/research hours that address a real community need or concern. Students are encouraged to reflect on how their experiences working with a community partner and/or partnering agency fulfill the course learning objectives and enhance their own beliefs about civic responsibility.

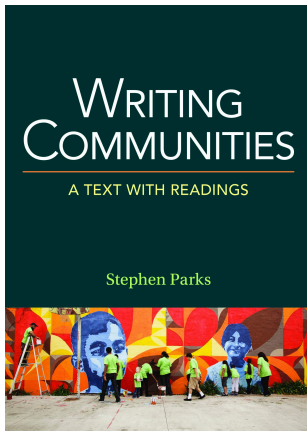
Students are asked to choose a social issue that they can advocate for. The social issue should connect to the local as well as the broader communities. Students will engage with the issue through research, class activities, lectures, and projects. To fulfill the CEL component, students are required to participate in a minimum of 5 volunteer hours, or complete an additional assignment to satisfy the volunteer requirement.

If you decide that you don't want to participate in this CEL section of RWS 1302, you will need to change to another class before the end of late registration, by the end of the first week of classes.

RWS 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.

Required Texts & Materials



Parks, S. (2017) *Writing Communities: A Text with Readings*. Bedford/St. Martins.



UTEP First-Year Composition Handbook An e-book available through the UTEP Bookstore.

Additional required readings may also be posted on Blackboard.

Course Assignments and Grading

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:

Community Engagement Proposal: Students will first review the list of community-based organizations provided at the beginning of the semester. Students will then identify an issue and raise awareness for that issue. In the proposal, students will highlight the organization's goals, values, and missions and explain why they selected the organization. Additionally, students will define the issue that the organization advocates for and show how this issue aligns with their personal interests/views. This assignment will take the form of a memo.

Community Genre Analysis: Students will identify two distinct texts in different genres (written, visual, and/or oral) created by the organization and related to their selected issue. Genres may include, but are not limited to: monthly newsletters, Facebook page, website, brochures, posters, podcasts, infographics, etc. Students will write an explanatory genre analysis of the two texts and how they operate rhetorically. Students should conclude with recommendations of additional genres the agency might use to bring awareness to the issue they selected. Students will engage in peer review activities during the writing process.

Local Field Work: Students will conduct primary and secondary research focusing on the issue the local agencies/organizations address. As part of the assignment, students will conduct interviews, surveys and/or observe the agency's activities among the population they serve. This can be an individual or group assignment to be completed with classmates focused on a similar topic/issue.

Broader Community Study: For this assignment students will identify at least 2 (two) organizations/institutions at a regional or national level that address the issue students selected to advocate for. For each of the organizations/institutions, compose a short paragraph that provides an overview of the agency including its target population, goals/mission, issue/need it is addressing, rationale for selecting this agency, and a clear connection to the local agency/issue. Most importantly, students must highlight best practices and insights that provide unique approaches in meeting their populations' needs, and the quality of their outreach through various modes of communication, such as news media, social media, newsletters, podcasts, commercials, infographics, pamphlets, etc. Research from this examination should yield information that can serve to enhance and help raise

awareness on the selected issue. This can be an individual or group assignment to be completed with classmates focused on a similar topic/issue.

Multimodal Community Product/Tool: Students will create a multimodal product or tool based on the needs of their community and organization issue being explored. This can be an individual or group assignment to be completed with classmates focused on a similar topic/issue. 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. Students will present their final product to the class.

Community Engagement Reflection Journal: Students will maintain a weekly journal of their experience engaging with their chosen community issue, in addition to reading responses, both of which may be discussed during class meetings. The journal link can be found on the Homepage, and submitted through the Journal Tool.

Participation in Class: This score will include, attendance, homework and scaffolded activities, drafts, discussion postings, peer reviews, and other work the instructor assigns; in addition to participation with community organization or agency. These points will be determined and distributed by the instructor.

Grade Distribution (Students can earn a total of 1000 points for the course):

1000-900 = A 899-800 = B 799 -700 = C 699- 600 = D 599 or below = F

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 while others may meet 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 email 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 Bb course shell for this class. 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.

Grading, Assignments, & Deadlines: It is the responsibility of each student to turn in all assignments by the due dates, regardless of any absence. Late work will be accepted according to the following scale:

Late Work Timeline	Deductions	Type of Assignment	Late Work Rule
1 Day	10%	Major Papers, Readings, Drafts, Homework	Accepted
2-7 Days	20%	Major Papers, Readings, Drafts, Homework	Accepted
1-2 Weeks	30%	Major Papers	Accepted
2 Weeks or More	50%	Major papers	Accepted

Extra Credit: Throughout the semester there will be a number of extra credit opportunities available. Each extra credit submission will be worth 10 points, for a total of 50 points by the end of the course, or 5% of the total grade. Extra credit can be earned by attending cultural events, workshops, and lectures on the UTEP campus, and in the El Paso, Las Cruces and Juárez communities. Extra credit can also be earned by submitting work for revision at the [University Writing Center](#).

Participation: Students must be prepared, participate in discussions and complete course work consistently to understand and incorporate the rhetorical strategies and processes used to complete the projects.

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), 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.

University and Program Policy

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 a total of 2 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' (2003) 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 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.

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 that are trained to assist you.

Course Support Resources

Title IX	915-747-8358	Institutional Compliance
Dean of Students	915-747-5648	Dean of Students
UTEP Health & Wellness Center	915-747-5624	https://www.utep.edu/chs/shc/ studenthealth@utep.edu
UTEP Police Department	915-747-5611	https://www.utep.edu/police/ police@utep.edu
Counseling and Psychological Services	915-747-5302	https://www.utep.edu/student-affairs/counsel/ caps@utep.edu

Course Schedule

Provisional and Subject to Change

Readings: Writing Communities (WC) and First-Year Composition Handbook (FYC)

This calendar is to be used as an outline for the course. Specific assignment details and due dates will be posted on Blackboard.

Calendar Weeks begin on Monday	Activities and Assignments	Readings
Week 1 Aug 28 Class Introduction	<ul style="list-style-type: none"> • Introduction to Class • CEL Designation PPT • Syllabus Quiz on BB • In class introduction activity • Introduce Community Engagement Proposal 	<ul style="list-style-type: none"> • FYC: Pages 217-221 and 346
Week 2 Sep 4 Genre Analysis	<ul style="list-style-type: none"> • Presentation by the Center for Community Engagement • Review Community Engagement Proposal • Reading Discussion #1 • <i>Journal (wk2)</i> 	<ul style="list-style-type: none"> • Reading Discussion #1, Handout: "Community Service and Critical Teaching," by Bruce Herzberg
Week 3 Sep 11 Genre Analysis	<ul style="list-style-type: none"> • Introduce Community Genre Analysis • Genre Analysis - Genre Choices (outline) • Reading Discussion #2 • Community Engagement Proposal Due • <i>Journal (wk3)</i> 	<ul style="list-style-type: none"> • Reading Discussion #2, Handout: "Making Things Fit (in any number of) New Ways," by Jody Shipka
Week 4 Sep 18 Genre Analysis	<ul style="list-style-type: none"> • Genre Analysis Matrix • Genre Analysis - Student sample evaluation (FYC pages 256-259) • Reading Discussion #3 • <i>Journal (wk4)</i> 	<ul style="list-style-type: none"> • FYC: Pages 244-245 • Reading Discussion #3: WC p. 387 - "Tlilli, Tlapalli/The Path of the Red and Black ...," by Gloria Anzaldua
Week 5 Sep 26 Genre Analysis	<ul style="list-style-type: none"> • Rough Draft and Peer Review • Community Genre Analysis Final Due • <i>Journal (wk5)</i> 	<ul style="list-style-type: none"> • No readings so you can focus on the rough draft and peer review
Week 6 Oct 2 Local Field Work	<ul style="list-style-type: none"> • Introduce Local Field Work Proposal • Mixed Methods Video & Response • Reading Discussion #4 • Local Field Work Proposal Due • <i>Journal (wk6)</i> 	<ul style="list-style-type: none"> • FYC: Pages 260-263 • Reading Discussion #4: WC Chapter 2 "Academic and Community Discourse" • WC p. 213-215: Conducting Interviews
Week 7 Oct 9 Local Field Work	<ul style="list-style-type: none"> • Introduce Local Field Work Assignment • Conducting Interviews and Surveys • Primary Research Activity (interview/survey questions) • Reading Discussion #5 	<ul style="list-style-type: none"> • Reading Discussion #5: WC p. 253 "Reading Landscapes and Walking the Streets and Maps of

	<ul style="list-style-type: none"> • <i>Journal (wk7)</i> 	the Everyday...,” by Nedra Reynolds
Week 8 Oct 16 Local Field Work	<ul style="list-style-type: none"> • Student sample evaluation (FYC pages 278-283 or 295-298) • Story of Self Workshop (FYC pages 230-231) • Reading Discussion #6 • <i>Journal (wk8)</i> 	<ul style="list-style-type: none"> • FYC: Pages 222-229
Week 9 Oct 23	<ul style="list-style-type: none"> • Rough Draft and Peer Review Due • Local Field Work Due • <i>Journal (wk9)</i> 	<ul style="list-style-type: none"> • No readings so you can focus on the rough draft and peer review
Week 10 Oct 30 Broader Community Study	<ul style="list-style-type: none"> • Introduce Broader Community Study Assignment • Research Bibliography • Reading Discussion #7 • <i>Journal (wk10)</i> <p>Last Day to Drop Class - Nov. 3</p>	<ul style="list-style-type: none"> • FYC: Pages 307-309 • Reading Discussion #6: WC p. 114 “The Problem Problem and Other Oddities of Academic Discourse,” by Gerald Graff
Week 11 Nov 6 Findings	<ul style="list-style-type: none"> • Introduce Addressing the Findings Assignment • Rough Draft and Peer Review • Broader Community Study Due • <i>Journal (wk11)</i> 	<ul style="list-style-type: none"> • No readings so you can focus on the rough draft and peer review
Week 12 Nov 13 Product/Tool	<ul style="list-style-type: none"> • Introduce Multimodal Community Product/Tool Assignment • Reading Discussion #8 • <i>Journal (wk12)</i> • Addressing the Findings Due 	<ul style="list-style-type: none"> • FYC pages 329-330 • Reading Discussion #7: WC p. 318 “New Kinds of People and Relationships,” by James Paul Gee and Elisabeth Hayes
Week 13 Nov 20 Product/Tool	<ul style="list-style-type: none"> • Begin working on your Multimodal product/tool • Outline, Storyboarding, and Brainstorming • Student Contract • <i>Journal (wk13)</i> 	<ul style="list-style-type: none"> • Reading Discussion #8: WC p. 146 “Engaging Community Literacy through the Rhetorical Work of a Social Movement,” by Christopher Wilkey
Week 14 Nov 27 Product/Tool	<ul style="list-style-type: none"> • Multimodal Community Product/Tool Final-Cont. • Multimodal Community Product/Tool Presentation Assignment Sheet • Submit draft to instructor for review 	
Week 15 Dec 4 Product/Tool	<ul style="list-style-type: none"> • Service Journal and Summative Reflection Due • Service-Learning Options Due • Work on Product/Tool Final 	<ul style="list-style-type: none"> • FYC: Page 347
Week 16 Dec 11 Product/Tool Presentation	<ul style="list-style-type: none"> • Multimodal Community Product/Tool Presentations • Multimodal Community Product/Tool Final 	

