Reinvigorating First-Year Composition Through Curriculum Redesign & Implementation

Based in:
COLA Antiracism Task Force
UTEP’s Strategic Plan

With support from the UT System Curricular Innovation Grant
and UTEP’s Provost’s Office
Reinvigorating First-Year Composition Through Curriculum Redesign & Implementation

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In Academic Year 2020, UTEP’s College of Liberal Arts’ Antiracism Core Curriculum Task Force aimed to mainstream antiracism and inclusivity by explicitly integrating antiracist content into course descriptions in the course catalogue.

Work of the Task Force led to new course descriptions for First-Year Comp classes 1301 & 1302:

**Rhetoric & Composition 1 (RWS 1301)** is intended to help 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.

**Rhetoric & Composition 2 (RWS 1302)** is the second course in the first-year writing sequence. It aims to develop further students’ rhetorical and critical thinking skills in order to facilitate effective written communication in educational, professional, and social contexts, and in conducting and writing about research. 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.
UTEP’s Strategic Plan

GOAL 1  TEACHING, LEARNING AND THE STUDENT

INITIATIVE 2
We will redesign our core curriculum, starting with the highest-enrollment courses, to offer a unique approach to engaged learning and highlight advantages not available at other Texas institutions. We will prioritize redesign of core courses most commonly taken by UTEP and Texas students. These core curriculum courses will incorporate immersion opportunities specific to our region and provide early opportunities for engaged learning. We will seek to embed this active-learning approach throughout the foundational academic experience. We will also emphasize the development of strong written and verbal communication skills, computational skills, language abilities, and the capacity for critical thinking and reflection – qualities that can distinguish our graduates in an increasingly automated and complex world.
Reinvigorating First-Year Composition Through Curriculum Revision and Remote Learning

Summary: innovations in FYC can have a profound impact on students’ learning as they move through their undergraduate education and into the workforce. Through its curriculum revisions, the FYC program seeks to address some of the state (and nation’s) greatest challenges: optimal learning during the COVID-19 pandemic and institutionalized racism. The curriculum for these courses is changing to reflect a vision for the program that centers racial and social justice awareness teaching English core faculty and advanced graduate students in RWS collaborated with the FYC director in developing more high impact and project-based learning for the two core courses. Specifically, this involved creating a new FYC Handbook that is a required text for both courses.
New Learning Outcomes for RWS 1301 and RWS 1302

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.
A new curriculum for RWS 1301 was implemented in fall 2020. This curriculum emphasizes experiential learning opportunities, such as multimedia exploration, a self-study of students’ language experiences, and research into biases that impact students’ lives and learning.

Revisions of the RWS 1302, made in 2021, involved writing about community issues (and in some classes interacting with community partners) and greater attention to research on a local level in hometown, on campus, and more broadly in students’ communities. This curriculum went into effect in fall 2021.

In a few sections of RWS 1302 course, instructors piloted new assignments and a new syllabus with a community engagement emphasis in consultation with the Center for Community Engagement (CCE).
Program Outcomes

Selection of a new textbook for RWS 1302 to suit the new curriculum. The adopted text was *Everyone’s an Author* 3rd edition.

Creation of a new First Year Composition Handbook for RWS 1301 and 1302

Implementation of a community engagement pedagogy across all sections of RWS 1302, with 15% of sections embedding community partnerships through coordination with the Center for Community Engagement

Survey of students within RWS 1302 to get feedback on implementation of learning outcomes from RWS 1301 into 1302

The FYC Program will conduct formal assessments in 2022-2024
Indigenous Land Acknowledgment Statement
Indigenous Land Acknowledgment 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: the Lipan, Mescalero, and Chiricahua 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, Miakan-Garza Band, Caddo, Tonkawa, Comanche, Alabama-Coushatta, Kickapoo, and the peoples of Chihuahua and northern Mexico from whom many of our students descend, such as the Rarámuri, Tepehuan, Wixarrika and Nahuatlaca peoples. Finally, we recognize all of the Indigenous Peoples and communities who have been or have become a part of these lands and territories here in the Paso del Norte region. 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.
Textbook Selection
The Textbook Selection Process

Reviewed 12 potential texts, during the summer of 2021, in preparation for use in fall 2021*

Major factors:

- Research
- Critical Thinking
- Visual Rhetoric
- Advocates Community Engagement

*Note: Collaborated with Judith Fourzan and Marco Rodriguez to review and make the textbook selection for RWS 1302
EVERYONE’S AN AUTHOR
Unique Features

Everyone’s an Author

- Visual analysis (256 – 260)
  - Section is on closely analyzing visuals. Roughly two pages, an article on Zuckerberg’s Hoodie.
- Primary (field) research (506 – 514)
  - Dedicates sections to discussing field research. Covers Observations, Interviews, and Surveys.
  - Determines purpose, planning, listing questions, samples, methods, analyzing results, reflection.
- Section on misinformation and engaging respectfully with others
  - Misinformation (98 – 109) breaks down facts, misinformation, one’s own beliefs, fact-checking, reading defensively. Critically analyze and question sources.
  - Engaging respectfully with others (18 – 28) respect the individual and respond to the argument.
  - Etiquette when debates/discussions on heated topics. Search for common ground section, useful for debates/discussions.
- Mixing languages and dialects (683 – 694)
  - Discussing multilingual writing. Strategies for including non-English writing. Mixing languages
1301 Writing Group Objective:

The new 1301 Handbook reflects the course redesign. The goal was to use module objectives as the starting point and structure. Some of these objectives are made key concepts and are defined throughout the chapter. The module assignment is also generally introduced. Discussion board prompts and in-class discussion topics are suggested in-text; each chapter concludes with suggested readings from the required textbook and the repository.
THEME: Connect the concepts of positionality, community and anti-racism throughout

E.g.: Considering our diverse and varied backgrounds, we can think about how our positionality has evolved: as a member of a scholarly community, a member of a gendered/ungendered community, as a member of a certain socio-economic community, as a member of a racial, ethnic and/or cultural community. Many of us have the privilege to notice the progress many of our communities have made. Accounting for the changes and the challenges that still exist on the road to equity and justice can help our work to promote positive progress.
VOICE: To students; for instructors and students. Instructors use it to train/develop their practice.

TONE: Address & pronoun usage, etc. inspired by Habits of the Creative Mind:
- Use “we” pronouns (and sometimes "you")
- Clear about who is being referenced by the pronoun: We = everyone (authors/instructors/students). You = the student ("As a student, you...").
- When "You" means the instructor, we use “As an instructor, you can…”
- We were careful not to give we, the authors, too much authority over how the instructor must teach their class.

Slide 3 of 7
**STRUCTURE:** Each chapter is focused on one module. New outcomes and module objectives are used as an outline.

- Chapters from *Habits* are added as suggested reading at the end of the chapter. Some of these readings are suggested in several chapters, so instructors don't feel obligated to cover every reading suggested over the course of a module.

- *Habits* is sometimes referenced and quoted in-text

- Readings from the repository are suggested as well (considering making these readings available via hyperlink)

Slide 4 of 7
STYLE: New concepts are italicized and generally defined
-Students are encouraged to use their fund of knowledge to create their own working definitions

Additionally, there are integrated exercises an instructor could use or a discussion on which they could expand in-class
  Potential on-line discussion board prompts, as well as potential in-class discussion topics are clearly marked in-text

Students are given strategies for working through how to learn and how to approach (reading/writing/thinking) work
Integrating *Habits "Curiosity-Driven" Questions*: "Curiosity-Driven" questioning is encouraged and modeled in all chapters to promote active learning and text engagement:

*E.g.-Let’s begin this module by asking more curiosity-driven questions: What do you think of when you think of research? Why do research? What does it mean to be a researcher? What research activities do you find yourself doing in a day? When doing research in your everyday life, what kinds of questions lead you into those research activities? Where do you go to find the answers? How do you know you can trust the answers you find?*
Adding Repository Samples

We continue growing the suggested reading and repository lists at the end of chapters and are encouraging our RWS 1301 colleagues to share their readings and module assignments.

Finally, our colleagues are encouraged to also consider asking students for their permission to share their work as examples that we can add to later copies of the Handbook.

Slide 7 of 7
Handbook: RWS 1302
Reading Materials

Flexibility within Modules

• Themes of modules can change throughout the semester, as students explore a new or related area of interest.

• The intent of this class is to teach the students how research can be done organically, with a focus on primary research.

• Titles of modules can not change; inside each module faculty determine assignments and criteria.
RWS 1302 Modules

Module 1: Community Engagement Proposal
Module 2: Community Genre Analysis
Module 3: Local Fieldwork
Module 4: Broader Community Study
Module 5: Visual Community Product/Tool
Module 1: Community Engagement Proposal

Students will explore issues and concerns in their communities (home, places 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.
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.
LOCAL FIELDWORK: EXPLORING MY COMMUNITY THROUGH PRIMARY RESEARCH

Ruby Umeno
Professor Paul Laprade
RWS 1302
25 October 2021
Audience: El Paso community

INTRODUCTION

Around the world, poverty has been seen to be increasing as more humans are reproducing. This affects everyone including children who are more susceptible to be found in poverty. According to the U.S. Census Bureau, 1.5 million children in Texas live in poverty or 20.9 percent of all children in Texas. The Assistance League of El Paso is a non-profit organization that helps our community through philanthropic programs in El Paso County. The Assistance League of El Paso supports six community-based philanthropic programs benefiting many adults and children. Their focus is on women and children who are found in extreme low income. I became very interested in this organization after witnessing how they helped my classmate in the third grade. I hope to learn what this organization is capable of doing to help the community and children in poverty. I want to expand my knowledge in the La Posada home which is a shelter for women and their children supported by the Assistance League of El Paso. As someone who came to El Paso with parents with almost nothing, I want to benefit from this research to inform others how they can help those in need. I want to bring more awareness on children who lack financial resources and hardships in escaping abusive homes. To do this, my research consisted of interviewing the chapter president of the Assistance League of El Paso and a member from La Posada Home Inc. For my investigation some research questions were: What are the living conditions in La Posada Home for the kids? How does it feel to raise a child's self-esteem? Is the main goal helping women and their children get out of poverty? How does Assistance League of El Paso mainly contribute to aid this issue? As part of the El Paso community what is the best way of helping children that are under difficult circumstances financially?

Moreover, I decided to conduct interviews on two people: a member from Assistance League of El Paso and a member from La Posada Home Inc. In addition, I went to the main source of funding for the Assistance League of El Paso, the thrift store, to see things myself plus I went ahead and donated. For the first interview I prepared questions for the President of the Assistance League chapter of El Paso through email. Her name is Margie Nelson, and she was pretty good on emailing as soon as she could and more than happy to help with my research. I asked her a little bit about herself before continuing with my research questions. Then, she suggested for me to contact La Posada Home Inc since most of my questions were relevant to what they do to help children in poverty and abused homes. As a result, I called La Posada Home and asked if they would answer a few questions for community research purposes. I was transferred to Irma Lara; she is the Volunteer coordinator at the home. She helped me a lot with information about what they do for the people at the shelter. Nevertheless, I got enough information from both sources to begin and expand my research.

MARGIE NELSON FROM ASSISTANCE LEAGUE OF EL PASO—INTERVIEW

The Assistance League of El Paso is a non-profit organization based on member volunteers, no paid employees. They support six philanthropic programs in the El Paso County such as Assault Survivor Kits, Operation School Bell, PASO Bears, We Help Others, Assistants, and Community Volunteers. After researching each program individually, I focused on Operation School Bell program. We Help Others program and Assistants. These programs are involved in helping needy children who suffer financially and Assistants help a kid’s social life. After doing some research on the organization, I began seeking for this organization as I was asked to look for a non-profit organization in my Communication in business class. I came across the Assistance League of El Paso and as I was reading about what they do and the programs they help I remembered watching a kid in my class being helped through the Operation School Bell program. This program, according to Margie Nelson, is Assistance League’s biggest project that helps needy children in public schools at the El Paso County. After doing more research, this organization helps a shelter called La Posada Home for abused women and their children. I became interested as to how they helped those in need especially children who are susceptible to living under poor conditions. I then began researching La Posada Home Inc. and decided to take a dive in what they do for those in low-income level where basic human needs can’t be met. The Assistance League of El Paso helps La Posada Home residents begin their transition to a better life.
LOCAL FIELDWORK
Haydee Skye Gonzalez
Instructor—Paul LePrade
Local Fieldwork Project
Audience: 16+
October 24, 2021

INTRODUCTION
Humans are naturally curious creatures. From the stone age to now, and it’s that mindset of being curious that opens new doors. Without curiosity, the world would stop moving. When it comes to research, the same principles apply. When it comes to the topic of plastic, we can’t always look at the bigger picture; the devil is in the details. How does the concept of plastic effect local communities, and is it really necessary? Engaging with the local community, we can uncover different perspectives, thought processes, and positives/negatives of plastic; leave no stone unturned.

OBSERVATION: THE RIVER
On a day-to-day basis, we see the world around us. Without knowing we can pick up little inquiries from the simplest of things. Now, if you were to point out an object, your brain sends signals, unknowingly, to quickly spot that particular thing. After a while that object that was casually brought up will appear more frequently. It’s that phenomenon called frequency illusion, after noticing something for the first time we tend to notice it more and more often.

As I was going about the project, I noticed more and more litter, specifically plastic litter, alongside the roads, storm drains, and landfill. Each location a melting pot for all sorts of plastic. There’s a saying where, “every river leads to the ocean” in this case, the famous saying is profound! El Paso is nowhere near the coast, however, we are near the Río Grande River, to which flows towards the Gulf of Mexico. It is in our best interest to manage plastic pollution as it might lead to the ocean and put the sea life in greater peril than we know.

During the occasional monsoon season, here in El Paso, we are prone to flooding streets and sidewalks. Although it’s a good thing for us desert people to actually have some water, it becomes a problem when all of the trash and debris from the sticks and twigs that gather on the sides of the road during dry months gets into the storm drains and is washed into the river. This is a real problem that we need to take seriously.

OBSERVATIONS: NOT JUST FOR CONVENIENCE
No matter where you go, or where you stand, you’ll be within close radius of plastic. We use plastic for everything: to carry groceries (double bagging), fast food restaurants, to go cups, children’s dishware, and so on. It’s safe to say, plastic to us humans, is like a crutch. It makes life easier, without it, the world would be a different place. This universal tool is used all over the planet. Plastic serves multiple functions, putting aside the one time use variety and how detrimental it can be to the Earth, we need to accept the fact that it can be lifesaving!

In the medical field, plastic is seen as friend and foe. Plastic is used for selection of tasks, “widely used to create medical tools and devices like IV tubes, catheters, and insulin pens.” (Mohan.2017). Even though this plastic does have one time use, it’s main mechanism is to prevent the spread of disease and to keep a nice sterile environment when treating the sick and wounded in any hospital.

Even though the medical fields attempt to keep a clean sterile environment it is most important, with every new patient and new problem coming their way, even more and more one time use plastic fills the rubbish bins. “...twenty-five percent of the waste generated by a hospital is plastic...” (Gibbens.2019). In the year 2019, just before the pandemic started, 36.2 million hospital admissions were counted for in the United States alone. Looking at it now, in the midst of a global pandemic, we can only assume that number grows higher and higher every day. “A study on a single hysterectomy, an operation to remove the uterus, uncovered that the procedure could produce up to 20 pounds of plastic waste” (Gibbens.2019).

INTERVIEWING IN 3 PARTS
For the interview portion of my research, I broke it up into 3 different parts. The first part consisting of people in the workplace, the second part consist of people I encountered at a local art market, and thirdly thoughts and opinions from family members. The way I organized conclusions, and to organize my thought process to collect clear coherent data was to use the scientific method. It broke down the questions I needed to ask myself to help interpret what I’m looking for to the people I would eventually interview. Not only did I use the scientific method, but by basing them off of fact, definition, quality, and policy.

With these measures I was finally able to structure my questions.

Choosing art market vendors was a deliberate decision on my behalf. When you’re an art vendor, the only way people will see your art is by showcasing them in different art shows around the city. Broadening and strengthening your name to the masses. Even though they are in the same city, they are usually with different people. It’s the only way you can make a name out of yourself in the art market. People that see your art and could potentially buy it.
Figure 4

*What do you think is the most essential element that needs to be implemented to reduce the school dropout rate?*

![Pie chart showing distribution of responses](image)

**Note.** Results, in percentage, of the responses to the survey question.

**Interview With an Expert**

When talking with Principal Salmeron, I became aware of several aspects that we often leave out when we talk about school dropouts. He believes that one of the main reasons why young people drop out of school is because they do not have the necessary skills and knowledge to stay in school. "The students are progressing (in educational level) with patches. Then, when the students begin to see more complex information, they do not have the necessary elements to solve them." (E. Salmeron, personal communication, March 25, 2022).

Figure 3

*If you answered yes, what was/where the reasons they dropped out?*

![Bar graph showing reasons for dropout](image)

**Note.** Results, in percentage, of the responses to the survey question. The question “Do you know someone who has dropped out of school?” was asked previously.
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.
Multimodal Community Tool/Project
Painting explanation –

My topic for the semester was plastic pollution and the many ways it affects us on the world. For my Multimodal Community Project, I decided to create a painting that will attract my target audience (16+) in hopes of getting their attention. I didn’t want this painting to come off as generic, nor a simple flyer, because most aren’t moved by them. Reading the painting from left to right, we can decipher my intentions. This is my rendition of plastic pollution.

Closed eye, before noon

- This eye expresses that we tend to not notice the little things. In actuality, the little things are getting you. Having our eyes closed, those precious warning signs will be missed.
- Classic symbolism for time is passing or fading away.

Vertical stripes

- The orange and pink vertical lines represent people vocalizing their concerns and our alertness not reacting; almost ignoring that fact.

Blue

- The color blue is significant. Not only does it complement the surrounding colors, but it also represents the oceans. The world is comprised of 75% water. We should look out for our aquatic neighborhoods.

The spiral circles

- While coming up with a concept design for this project, I wanted to incorporate plastic in a creative manner. These spiral circles represent the concept of plastic pollution.

Salma V Saenz
Professor Paul LaPrade
December 9th, 2021

Audience: General Public (The Poster is meant as awareness).

References


Faculty Resources

From the handbook and repository:

• Sample assignments.
• Handbook has a brief overview of each module with suggested readings, including chapters from the textbook.

*Everyone’s an Author:*

• Textbook complements the course curriculum.
• Online resources available: wwnorton.com/instructors
RWS 1302 Community Engagement & Leadership (CEL)

Course Overview
Partnership

ENGLISH DEPARTMENT
FIRST-YEAR COMPOSITION

CENTER FOR COMMUNITY ENGAGEMENT
RWS-1302 FIRST-YEAR COMPOSITION COURSE

• Students develop rhetorical awareness
• Students reflect and analyze language experiences
• Students read and reflect on issues of social justice and systemic inequality
• Students create and engage in multiple genres and media sources
Community Partners and Service Learning

- Family Service of El Paso
- Southwest Latin X
- UTEP Biodiversity Collections
- UTEP College of Engineering-Engineering Edge
- Aliviane
- El Paso Museum of History
- Center for Accommodations and Support Services
- Family Service of El Paso
- Center for Community Engagement
- The Americas Immigrant Advocacy Center
- Campus Advocacy, Resources, and Education
- Center Against Sexual and Family Violence
- Guiding Star El Paso
- LULAC
- El Pasoans Fighting Hunger
- National Alliance on Mental Health
- YWCA
- Humane Society of El Paso
COURSE ASSIGNMENTS

• Community Partnership Service Proposal
• Community Partnership Genre Analysis
• Local Field Work
• Broader Community Study
• Multimodal Product/Tool
• Reflection Journal

Each assignment/activity allows students to connect to local communities to understand and take action on important issues and responsibly identify best practices to enhance their community partner’s outreach efforts.
Multimodal Project Student Examples

Infographics

Apps/Social Media

Brochure/Pamphlets
Community Engagement in First-Year Composition

• Positions students as allies for social justice

• Prompts a desire to engage in social activism

• Allows for reflection on their roles as agents of change.
THANK YOU

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DU
Survey Results:
FYC Course
Sequence Revision
Did you complete RWS 1301 at UTEP in the Fall 2020 or Spring 2021 semester?

- **Yes**: 68.84% (190 students)
- **No**: 31.16% (86 students)

Total: 276 students (100%)
To what extent did you reflect on and critically analyze your language experiences in major writing assignments and scaffolded activities in RWS 1301?

- To a very large extent: 51.61%
- To a moderate extent: 44.94%
- To some extent: 20.89%
- To a small extent: 1.27%
- Not at all: 1.90%

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<th>Percent</th>
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<td>To a moderate extent</td>
<td>71</td>
<td>44.94%</td>
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To what extent did you reflect on and critically analyze your language experiences in major writing assignments and scaffolded activities in RWS 1302?

![Pie chart showing responses to the question]

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<td>2.53%</td>
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**THE UNIVERSITY OF TEXAS AT EL PASO**
To what extent did you synthesize information about racial and ethnic biases and other social justice issues in your own writing in RWS 1301?

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<th>Percent</th>
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<th>40%</th>
<th>60%</th>
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<td>31.01%</td>
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To what extent did you engage with multiple media sources (digital or otherwise) through your projects in RWS 1301?

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<th>Count</th>
<th>Percent</th>
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<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
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<td>3.9%</td>
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<td>30.3%</td>
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<tr>
<td>To a very large extent</td>
<td>66</td>
<td>41.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>156</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To what extent did you engage with multiple media sources (digital or otherwise) through your projects in RWS 1302?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>2</td>
<td>1.27%</td>
</tr>
<tr>
<td>To a small extent</td>
<td>2</td>
<td>1.27%</td>
</tr>
<tr>
<td>To some extent</td>
<td>16</td>
<td>10.33%</td>
</tr>
<tr>
<td>To a moderate extent</td>
<td>56</td>
<td>35.44%</td>
</tr>
<tr>
<td>To a very large extent</td>
<td>82</td>
<td>51.9%</td>
</tr>
</tbody>
</table>

Total: 158 | 100%
To what extent did you find opportunities to explore and/or research your lived experience, campus interactions, and engage within your community(ies) through your projects in RWS 1301?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>20</td>
<td>12.66%</td>
</tr>
<tr>
<td>To a small extent</td>
<td>26</td>
<td>16.46%</td>
</tr>
<tr>
<td>To some extent</td>
<td>44</td>
<td>27.85%</td>
</tr>
<tr>
<td>To a moderate extent</td>
<td>96</td>
<td>22.78%</td>
</tr>
<tr>
<td>To a very large extent</td>
<td>32</td>
<td>20.35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>158</td>
<td>100%</td>
</tr>
</tbody>
</table>
To what extent did you find opportunities to explore and/or research your lived experience, campus interactions, and engage within your community(ies) through your projects in RWS 1302?

Not at all: 2.53%
To a small extent: 8.89%
To some extent: 14.58%
To a moderate extent: 32.91%
To a very large extent: 41.14%

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>4</td>
<td>2.53%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To a small extent</td>
<td>14</td>
<td>8.89%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To some extent</td>
<td>23</td>
<td>14.58%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To a moderate extent</td>
<td>52</td>
<td>32.91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To a very large extent</td>
<td>65</td>
<td>41.14%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This semester in RWS 1302, to what extent were you able to apply knowledge from local communities to research broader social issues, thereby demonstrating critical awareness of those issues?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>2</td>
<td>1.27%</td>
</tr>
<tr>
<td>To a small extent</td>
<td>2</td>
<td>1.27%</td>
</tr>
<tr>
<td>To some extent</td>
<td>16</td>
<td>10.13%</td>
</tr>
<tr>
<td>To a moderate extent</td>
<td>56</td>
<td>35.44%</td>
</tr>
<tr>
<td>To a very large extent</td>
<td>82</td>
<td>51.9%</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>100%</td>
</tr>
</tbody>
</table>
After completing both RWS 1301 and RWS 1302, how confident are you in your ability to...

- Reflect on and critically analyze your own language experience: 4.31
  - Very Unconfident: 86.38%
  - Somewhat Unconfident: 5.30%
  - Neither Confident nor Unconfident: 7.95%
  - Somewhat Confident: 2.47%
  - Very Confident: 0%

- Synthesize information about racial and ethnic biases and other social justice issues and conflict those in your writing: 4.15
  - Very Unconfident: 86.38%
  - Somewhat Unconfident: 5.30%
  - Neither Confident nor Unconfident: 7.95%
  - Somewhat Confident: 2.47%
  - Very Confident: 0%

- Demonstrate engagement with multiple media sources through your projects, including, but not limited to, digital resources: 4.38
  - Very Unconfident: 86.38%
  - Somewhat Unconfident: 5.30%
  - Neither Confident nor Unconfident: 7.95%
  - Somewhat Confident: 2.47%
  - Very Confident: 0%

- Identify relevant research sources and opportunities from your lived experiences, your campus interactions, and your engagement within your community: 4.37
  - Very Unconfident: 86.38%
  - Somewhat Unconfident: 5.30%
  - Neither Confident nor Unconfident: 7.95%
  - Somewhat Confident: 2.47%
  - Very Confident: 0%

- Apply knowledge from local communities to broader social issues, thereby demonstrating your critical awareness of those issues: 4.29
  - Very Unconfident: 86.38%
  - Somewhat Unconfident: 5.30%
  - Neither Confident nor Unconfident: 7.95%
  - Somewhat Confident: 2.47%
  - Very Confident: 0%
Are you enrolled in a Community Engagement Leadership (CEL)-designated section of RWS 1302?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>21.15%</td>
</tr>
<tr>
<td>No</td>
<td>123</td>
<td>78.85%</td>
</tr>
<tr>
<td>Total</td>
<td>156</td>
<td>100 %</td>
</tr>
</tbody>
</table>
Did the CEL-designated RWS 1302 course make you more aware of social justice issues in your community?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>90.91%</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>9.09%</td>
</tr>
</tbody>
</table>

Total: 33, 100%
Did the CEL-designated course encourage you to become more involved in the community?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32</td>
<td>96.97%</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>3.03%</td>
</tr>
</tbody>
</table>

Total: 33 responses, 100%
### How likely are you to take another CEL-designated course?

<table>
<thead>
<tr>
<th>Answer</th>
<th>Count</th>
<th>Percent</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very unlikely</td>
<td>1</td>
<td>3.03%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unlikely</td>
<td>2</td>
<td>6.00%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither likely nor unlikely</td>
<td>9</td>
<td>27.22%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likely</td>
<td>15</td>
<td>45.45%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very likely</td>
<td>6</td>
<td>18.18%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>33</td>
<td>100%</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Roundtable Discussion

Publishing Opportunities
Publishing Opportunities: What next?

Publish new curriculum and survey findings and share them with the First-Year Composition community.

What to include:
• Community engagement
• Survey information
• Instructor and student testimonials
• Module development
• FYC e-handbook
• FYC Repository