



DTN 1106157 Submit Date 11/30/2025

Name Picard-Ami, Maria L (Malu) SPRIDEN 80083037
UserID marialp Title Adjunct Faculty
EMPL ID 6001012269 Email marialp@utep.edu
Dept Political Science & Public Adm College Liberal Arts
Program Political Science and Public Administration
Dept. Chair Jose de Jesus Villalobos Dean Anadeli Bencomo
Chair Selfa Chew-Melendez

Form Type: Renew

Term, Year this form applies to: Spring
Course Title: Social Enterprise and Non Profit Management Course Prefix/Abbreviation (Ex: HIST 1302): PAD 5356
CRN (if known): 24915

Faculty

☒ I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming term.

Department Chair

☒ I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

	Participants	Signature	Completed	Status	Result	Comments
Initiator	Picard-Ami, Maria L (Malu)		11/30/2025 10:42 AM	Completed		
Notify	11/30/2025 10:42 AM					
	Picard-Ami, Maria L (Malu)		11/30/2025 10:42 AM	Notified		
Department Chair	11/30/2025 10:42 AM					
	Villalobos, Jose De Jesus		11/30/2025 12:12 PM	Completed	Approve	



Workflow

Workflow Status *Active* Workflow Started 11/30/2025 Workflow Ended - Priority 1

	Participants	Signature	Completed	Status	Result	Comments
▼	Initiator					
	Picard-Ami, Maria L (Malu)		11/30/2025	Completed		
▼	Notify 11/30/2025 10:42 AM					
	Picard-Ami, Maria L (Malu)		11/30/2025	Notified		
▼	Department Chair 11/30/2025 10:42 AM					
	Villalobos, Jose De Jesus		11/30/2025	Completed	Approve	



DTN 1105393 Submit Date: 11/21/2025

Name Nehls, Jonathan S SPRIDEN 80464095
UserID jsnehls Title Lecturer
EMPL ID 6001010656 Email jsnehls@utep.edu
Dept English College Liberal Arts
Program Rhetoric and Writing Studies
Dept. Chair Lauren Rosenberg Dean Anadeli Bencomo
Chair Selfa Chew-Melendez

Form Type: Renew

Term, Year this form applies to: Spring 2026

Course Title: Rhetoric & Composition 2 Course Prefix/Abbreviation (Ex: HIST 1302): RWS1302
CRN (if known): 21791

Faculty

☒ I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming term.

Department Chair

☒ I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

	Participants	Signature	Completed	Status	Result	Comments
Initiator	Nehls, Jonathan S		11/21/2025 1:25 PM	Completed		
Notify	11/21/2025 1:25 PM					
	Nehls, Jonathan S		11/21/2025 1:25 PM	Notified		
Department Chair	11/21/2025 1:25 PM					
	Rosenberg, Lauren M		11/23/2025 8:36 AM	Completed	Approve	



Workflow

Workflow Status *Active* Workflow Started 11/21/2025 Workflow Ended - Priority 1

	Participants	Signature	Completed	Status	Result	Comments
▼	Initiator					
	Nehls, Jonathan S		11/21/2025	Completed		
▼	Notify 11/21/2025 1:25 PM					
	Nehls, Jonathan S		11/21/2025	Notified		
▼	Department Chair 11/21/2025 1:25 PM					
	Rosenberg, Lauren M		11/23/2025	Completed	Approve	



DTN 1105071 Submit Date 11/19/2025

Name Lopez Ramirez, Paola SPRIDEN 80562927
UserID splopezramirez Title Asst Professor of Instruction
EMPL ID 6001125670 Email splopezramirez@utep.edu
Dept Theatre & Dance College Liberal Arts
Program Theatre and Dance
Dept. Chair Hideaki Tsutsui Dean Anadeli Bencomo
Chair Selfa Chew-Melendez

Form Type: Renew

Term, Year this form applies to: Spring 2026
Course Title: Latine Voices in Performance Activism Course Prefix/Abbreviation (Ex: HIST 1302): CHIC 3343
CRN (if known): 23856

Term, Year this form applies to: Spring 2026
Course Title: Gndr, Ethncty in Contemp Art Course Prefix/Abbreviation (Ex: HIST 1302): WS 3333
CRN (if known): 24428

Term, Year this form applies to: Spring 2026
Course Title: Performance Activism Course Prefix/Abbreviation (Ex: HIST 1302): DANC 3351
CRN (if known): 24309

Faculty

☒ I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming term.

Department Chair

☒ I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

	Participants	Signature	Completed	Status	Result	Comments
Initiator	Lopez Ramirez, Paola		11/19/2025 8:00 PM	Completed		
Notify	11/19/2025 8:00 PM					
	Lopez Ramirez, Paola		11/19/2025 8:00 PM	Notified		
Department Chair	11/19/2025 8:00 PM					

Tsutsui, Hideaki	11/20/2025 11:21 AM	Reassigned	
Administered by: Sanchez, Sarai [update INC0092448]		Reassigned to: MacCarthy, Henry W	
MacCarthy, Henry W	11/20/2025 11:23 AM	Completed	Approve



Workflow

Workflow Status *Active* Workflow Started 11/19/2025 Workflow Ended - Priority 1

	Participants	Signature	Completed	Status	Result	Comments
▼	Initiator					
	Lopez Ramirez, Paola		11/19/2025	Completed		
▼	Notify 11/19/2025 8:00 PM					
	Lopez Ramirez, Paola		11/19/2025	Notified		
▼	Department Chair 11/19/2025 8:00 PM					
	Tsutsui, Hideaki Administered by: Sanchez, Sarai [update INC0092448]		11/20/2025	Reassigned Reassigned to: MacCarthy, Henry W		
	MacCarthy, Henry W		11/20/2025	Completed	Approve	



The University of Texas at El Paso
CoLART Community Engagement & Leadership (CEL) Designation Program Application

DTN 1105481 Submit Date 11/21/2025

Name Garcia Gonzalez, Lizbeth G SPRIDEN 80620002
UserID lggarciagonzal2 Title Ph D Assistant Instructor
EMPL ID 6001508470 Email lggarciagonzal2@utep.edu
Dept College Liberal Arts
Program Rhetoric and Writing Studies
Dept. Chair Lauren Rosenberg Dean Anadeli Bencomo
Chair Selfa Chew-Melendez

Form Type: Renew

Term, Year this form applies to: Spring 2026

Course Title: Rhetoric & Writing Studies Course Prefix/Abbreviation (Ex: HIST 1302): RWS 1302

CRN (if known):

Faculty

☒ I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming term.

Department Chair

☒ I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

	Participants	Signature	Completed	Status	Result	Comments
Initiator	Garcia Gonzalez, Lizbeth G		11/21/2025 9:36 PM	Completed		
Notify	11/21/2025 9:36 PM					
	Garcia Gonzalez, Lizbeth G		11/21/2025 9:36 PM	Notified		
Department Chair	11/21/2025 9:36 PM					
	Rosenberg, Lauren M		11/23/2025 8:35 AM	Completed	Approve	



Workflow

Workflow Status *Active* Workflow Started 11/21/2025 Workflow Ended - Priority 1

	Participants	Signature	Completed	Status	Result	Comments
▼	Initiator					
	Garcia Gonzalez, Lizbeth G		11/21/2025	Completed		
▼	Notify 11/21/2025 9:36 PM					
	Garcia Gonzalez, Lizbeth G		11/21/2025	Notified		
▼	Department Chair 11/21/2025 9:36 PM					
	Rosenberg, Lauren M		11/23/2025	Completed	Approve	



DTN 1105752 Submit Date 11/25/2025

Name Campos, Victor M SPRIDEN 80651308
UserID vmcampos5 Title Adjunct Faculty
EMPL ID 6001524576 Email vmcampos5@utep.edu
Dept College Liberal Arts
Program Rhetoric and Writing Studies
Dept. Chair Lauren Rosenberg Dean Anadeli Bencomo
Chair Selfa Chew-Melendez

Form Type: Renew

Term, Year this form applies to: Spring 2025

Course Title: RWS 1302 Course Prefix/Abbreviation (Ex: HIST 1302):

CRN (if known):

Faculty

☒ I am requesting a renewal of the "CEL" designation for the course noted above, which was already approved for CEL designation in a previous term and remains essentially the same in CEL content, activities, and requirements. As such, I wish to apply the same "CEL" designation to this latest section of the course with the new Course Registration Number (CRN) for the upcoming term.

Department Chair

☒ I approve this request for the faculty member to renew their CEL designation for the course noted above for the latest iteration with a new Course Registration Number (CRN), pending final approval from the College.

	Participants	Signature	Completed	Status	Result	Comments
Initiator	Campos, Victor M		11/25/2025 12:37 AM	Completed		
Notify	11/25/2025 12:37 AM					
	Campos, Victor M		11/25/2025 12:37 AM	Notified		
Department Chair	11/25/2025 12:37 AM					
	Rosenberg, Lauren M		11/25/2025 3:56 PM	Completed	Approve	



Workflow

Workflow Status *Active* Workflow Started 11/25/2025 Workflow Ended - Priority 1

	Participants	Signature	Completed	Status	Result	Comments
▼	Initiator					
	Campos, Victor M		11/25/2025	Completed		
▼	Notify 11/25/2025 12:37 AM					
	Campos, Victor M		11/25/2025	Notified		
▼	Department Chair 11/25/2025 12:37 AM					
	Rosenberg, Lauren M		11/25/2025	Completed	Approve	



DTN 1105413 Submit Date 11/21/2025

Name Khatiwada, Renuka SPRIDEN 80763301
UserID rkhatiwada Title Ph D Assistant Instructor
EMPL ID 6001633098 Email rkhatiwada@miners.utep.edu
Dept College Liberal Arts
Program Rhetoric and Writing Studies
Dept. Chair Lauren Rosenberg Dean Anadeli Bencomo
Chair Selfa Chew-Melendez

Form Type: Application

Please plan to attach your proposed syllabus at the end of this form.

(See the "Faculty Syllabus Design Guide" for additional guidance).

https://www.utep.edu/liberalarts/_files/docs/resources/cel-syllabus-design-guide.pdf

Term, Year this form applies to: Spring

Course Title: Rhetoric and writing 2 Course Prefix/Abbreviation RWS 1302
(Ex: HIST 1302):
CRN (if known): 21798
Level Undergraduate Department or Program: First-Year Composition

Do you have multiple sections of the same course? (Ex: HIST 1301-CRN 12345, HIST 1301-12346) No

Is the course cross-listed? No

Rational for assigning the CEL attribute to this course:

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Designation Program must fulfill the following requirements. Please describe how the proposed course meets each requirement.

The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.

The RWS 1302 CEL designated course will require that students serve at least 20 engagement hours with their selected community agency through research, journals and volunteerism. Ideally, students will complete a deliverable for their community partner in the form of at least one of the following writing products (newsletters, pamphlets, how-to instructions business plans, profiles, curriculum, marketing documents, grants, surveys) or tools (social media, website, infographic, informational video), among other possibilities among , which may be determined depending on the community partners' needs.

What percentage of time will the above engagement hours and deliverables comprise for this course?

A significant portion of the overall content of the course will be dedicated to work with

the community partner. Students will likely commit at least 30% of the overall

coursework to engagement with their community partner.

What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?

A combination of course assignments, linked to the course goals and community partnership service, will comprise approximately 50% of the final grade.

How will these elements be assessed?

Students will be required to complete a community partnership reflection journal, detailing their experience working with the partnering agency. In addition, students will complete a genre analysis based on their understanding of agency texts, such as websites, social media sites, office memos, grants, etc. Students will also complete other writing assignments for the course, which will be assessed by the instructor according to a specific criterion.

What is the “alternative engagement” activity requirement for students experiencing extenuating circumstances?

If students are unable to meet the CEL component requirements, they will need to complete a separate journal, in place of their reflection journal, and will also be assigned alternative assignments, typically those that are assigned in RWS 1302 courses.

How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?

This course requires a minimum of 20 direct or indirect community-engagement exploration/research hours that address a real community need or concern. The majority of the assignments and activities in this course are aimed to develop students' agility, motivation, and confidence as writers and members of communities in academia and across public spaces. Students are encouraged to reflect on how their experiences working with a community partner fulfills the course learning objectives and enhances their own beliefs about civic responsibility.

Through interaction with and commitment to the needs of community partners, students will help to narrow the gap between academic knowledge and action and get a sense of how they can contribute to the health and betterment of their communities. Additionally, students will engage in writing activities between peers and community partners to address community concerns. They will use research to connect to local communities in order to understand and act on important issues.

Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?

We will be collaborating and working with the same agencies identified by other instructors who are teaching RWS-1302 CEL courses (Isela Maier and Jon Nehls).

The agencies are Ciudad Nueva, El Pasoans Fighting Hunger, The Mustard Seed Cafe, Kelly Center for Hunger Relief and the Center Against Sexual and Family Violence.

Are there faculty members within your department(s) able and willing to teach this course in this format? If so, please provide their name(s) and department information.

In addition to Dr. Isela Maier and Jon Nehls, instructors Tafari Nugent, Lizbeth Garcia Gonzalez, Victor Campos and Chandra Purna Bhusal have previously taught RWS 1302 CEL designated courses.

Please attach your proposed syllabus.
For additional guidance please visit the Faculty Syllabus Design Guide.
https://www.utep.edu/liberalarts/_files/docs/resources/cel-syllabus-design-guide.pdf

Please attach your signed CEL approval form.
For additional guidance please visit the Faculty Syllabus Design Guide.
<https://www.utep.edu/liberalarts/resources/faculty-staff-resources/cel/cel-approval-page.pdf>

Department Chair

☒ I have read the enclosed proposal and approve this proposal on behalf of the department.

Curriculum Committee Chair

☒ I have reviewed the enclosed proposal and approve its submission to the college curriculum committee.

	Participants	Signature	Completed	Status	Result	Comments
Initiator						
	Khatiwada, Renuka		11/21/2025 1:48 PM	Completed		
Notify	11/21/2025 1:48 PM					
	Khatiwada, Renuka		11/21/2025 1:48 PM	Notified		
Department Chair	11/21/2025 1:48 PM					
	Rosenberg, Lauren M		11/23/2025 8:36 AM	Completed	Approve	
CommitteeChair	11/23/2025 8:36 AM					
	Chew-Melendez, Selfa A		11/25/2025 3:34 PM	Completed	Approve	

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

CRN: 21798

Instructor Information:

Name: Renuka Khatiwada
Email: rkhatiwada@miners.utep.edu
Office: University Writing Center
Office Hours: Monday 12:00 pm to 1:30 pm.

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.

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

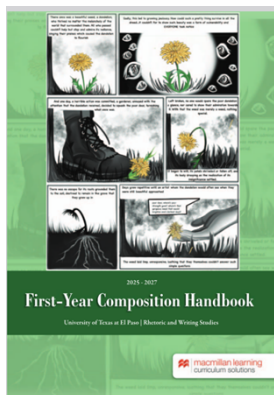
- 1) Students will reflect on and critically analyze their own language experiences.
- 2) Students will synthesize information about racial and ethnic biases and other social justice issues and confront these issues in their writing.
- 3) Students will demonstrate engagement with multiple media sources 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

Lunsford, A., Brody, M., Ede, L., Enoch, J., Moss, B.J., Papper, C.C., Walters, K. (2023).

Everyone's an Author, 4th. Norton Publishing.

ISBN: 978-1-324-04510-6



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

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

While 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.

Student Pregnancy and Parenting Nondiscrimination Policy

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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

Academic Calendar Fall 2025

Jan 20th	Spring classes begin
Jan 20-23rd	Late Registration (Fees are incurred)
Feb 4th	Spring Census Day Note: This is the last day to register for classes. Payments are due by 5:00 pm.
Feb 16th	20 th Class Day Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.
Feb 20th	Graduation application deadline for degree conferral
Mar 16-20th	Spring Break
Mar 25th	Freshman midterm grades are due
Mar 27th	Cesar Chavez Holiday - No classes
Apr 2nd	Spring 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.
Apr 3rd	Spring Study Day - no classes
Apr 17th	Deadline to submit candidates' names for commencement program.
May 7th	Spring last day of classes

Provisional and Subject to Change



[Active]

Workflow

Workflow Status *Active* Workflow Started 11/21/2025 Workflow Ended - Priority 1

	Participants	Signature	Completed	Status	Result	Comments
▼	Initiator					
	Khatiwada, Renuka		11/21/2025	Completed		
▼	Notify 11/21/2025 1:48 PM					
	Khatiwada, Renuka		11/21/2025	Notified		
▼	Department Chair 11/21/2025 1:48 PM					
	Rosenberg, Lauren M		11/23/2025	Completed	Approve	
▼	CommitteeChair 11/23/2025 8:36 AM					
	Chew-Melendez, Selfa A		11/25/2025	Completed	Approve	



DTN 1105389 Submit Date 11/21/2025

Name Khadka, Ambir SPRIDEN 80794259
UserID akhadka Title Ph D Assistant Instructor
EMPL ID 6001666599 Email akhadka@miners.utep.edu
Dept College Liberal Arts
Program Rhetoric and Writing Studies
Dept. Chair Lauren Rosenberg Dean Anadeli Bencomo
Chair Selfa Chew-Melendez

Form Type: Application

Please plan to attach your proposed syllabus at the end of this form.

(See the "Faculty Syllabus Design Guide" for additional guidance).

https://www.utep.edu/liberalarts/_files/docs/resources/cel-syllabus-design-guide.pdf

Term, Year this form applies to: Spring 2026

Course Title: Rhetoric and Composition 2 Course Prefix/Abbreviation (Ex: HIST 1302): RWS 1302
CRN (if known): 21797
Level Undergraduate Department or Program: First-Year Composition

Do you have multiple sections of the same course? (Ex: HIST 1301-CRN 12345, HIST 1301-12346) No

Is the course cross-listed? No

Rational for assigning the CEL attribute to this course:

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Designation Program must fulfill the following requirements. Please describe how the proposed course meets each requirement.

The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.

The RWS 1302 CEL designated course will require that students serve at least 20 engagement hours with their selected community agency through research, journals and volunteerism. Ideally, students will complete a deliverable for their community partner in the form of at least one of the following writing products (newsletters, pamphlets, how-to instructions business plans, profiles, curriculum, marketing documents, grants, surveys) or tools (social media, website, infographic, informational video), among other possibilities among , which may be determined depending on the community partners' needs.

What percentage of time will the above engagement hours and deliverables comprise for this course?

A significant portion of the overall content of the course will be dedicated to work with the community partner. Students will likely commit at least 30% of the overall coursework to engagement with their community partner.

What percentage of the final grade will the above service hours and deliverables comprise for this

course (20% minimum to 80% maximum recommended)?

A combination of course assignments, linked to the course goals and community partnership service, will comprise approximately 50% of the final grade.

How will these elements be assessed?

Students will be required to complete a community partnership reflection journal, detailing their experience working with the partnering agency. In addition, students will complete a genre analysis based on their understanding of agency texts, such as websites, social media sites, office memos, grants, etc. Students will also complete other writing assignments for the course, which will be assessed by the instructor

according to a specific criterion.

What is the “alternative engagement” activity requirement for students experiencing extenuating circumstances?

If students are unable to meet the CEL component requirements, they will need to complete a separate journal, in place of their reflection journal, and will also be assigned alternative assignments, typically those that are assigned in RWS 1302 courses.

How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?

This course requires a minimum of 20 direct or indirect community-engagement exploration/research hours that address a real community need or concern. The majority of the assignments and activities in this course are aimed to develop students’ agility, motivation, and confidence as writers and members of communities in academia and across public spaces. Students are encouraged to reflect on how their experiences working with a community partner fulfills the course learning objectives and enhances their own beliefs about civic responsibility.

Through interaction with and commitment to the needs of community partners, students will help to narrow the gap between academic knowledge and action and get a sense of how they can contribute to the health and betterment of their communities.

Additionally, students will engage in writing activities between peers and community partners to address community concerns. They will use research to connect to local communities in order to understand and act on important issues.

Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?

We will be collaborating and working with the same agencies identified by other instructors who are teaching RWS-1302 CEL courses (Isela Maier and Jon Nehls). The agencies are Ciudad Nueva, El Pasoans Fighting Hunger, The Mustard Seed Cafe, Kelly Center for Hunger Relief and the Center Against Sexual and Family Violence.

Are there faculty members within your department(s) able and willing to teach this course in this format? If so, please provide their name(s) and department information.

In addition to Dr. Isela Maier and Jon Nehls, instructors Tafari Nugent, Lizbeth Garcia Gonzalez, Victor Campos and Chandra Purna Bhusal have previously taught RWS 1302 CEL designated courses.

Please attach syllabus and CEL approval form for this course

Ambir Spring 2026 1302 CEL Syllabus 21797.docx [Download](#) 11/21/2025 1:46 PM Khadka, Ambir

Please attach your proposed syllabus.

For additional guidance please visit the Faculty Syllabus Design Guide.

https://www.utep.edu/liberalarts/_files/docs/resources/cel-syllabus-design-guide.pdf

Please attach your signed CEL approval form.

For additional guidance please visit the Faculty Syllabus Design Guide.

<https://www.utep.edu/liberalarts/resources/faculty-staff-resources/ce/ce-approval-page.pdf>

Department Chair

☒ I have read the enclosed proposal and approve this proposal on behalf of the department.

Curriculum Committee Chair

☒ I have reviewed the enclosed proposal and approve its submission to the college curriculum committee.

	Participants	Signature	Completed	Status	Result	Comments
Initiator						
	Khadka, Ambir		11/21/2025 1:47 PM	Completed		
Notify	11/21/2025 1:47 PM					
	Khadka, Ambir		11/21/2025 1:47 PM	Notified		
Department Chair	11/21/2025 1:47 PM					
	Rosenberg, Lauren M		11/23/2025 8:36 AM	Completed	Approve	
CommitteeChair	11/23/2025 8:36 AM					
	Chew-Melendez, Selfa A		11/25/2025 3:34 PM	Completed	Approve	

Rhetoric and Writing Studies RWS 1302 Community Engagement and Leadership (CEL)* CRN: 21797

Instructor Information:

Name: Ambir Khadka

Email: akhadka@miners.utep.edu

Office: University Writing Center (UWC)

Office Hours: Friday 12:30 pm to 2:00 pm

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.

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.

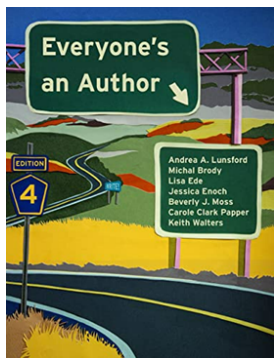
Students are asked to choose a social issue that they can advocate for. The social issue should connect to the local as well as the broader communities. Students will engage with the issue through research, class activities, lectures, and projects. To fulfill the CEL component, students are required 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.

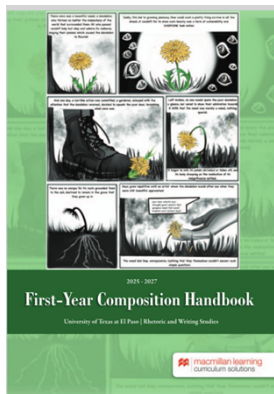
Required Texts & Materials



Lunsford, A., Brody, M., Ede, L., Enoch, J., Moss, B.J., Papper, C.C., Walters, K. (2023).

Everyone's an Author, 4th. Norton Publishing.

ISBN: 978-1-324-04510-6



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

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

While 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]

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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.

Student Pregnancy and Parenting Nondiscrimination Policy

The University 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. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

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: *Everyone's an Author* (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	Activities and Assignments	Readings
Week 1 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 • Reading Discussion #1, Handout: "Community Service and Critical Teaching," by Bruce Herzberg
Week 2 Community Engagement Proposal	<ul style="list-style-type: none"> • Presentation by the Center for Community Engagement • Review Community Engagement Proposal • Reading Discussion #1 • <i>Journal</i> 	<ul style="list-style-type: none"> • Reading Discussion #2, Handout: "Making Things Fit (in any number of) New Ways," by Jody Shipka
Week 3 Community Engagement Proposal	<ul style="list-style-type: none"> • Reading Discussion #3 • Community Engagement Proposal Due • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #3 "Thinking Rhetorically" Ch. 1
Week 4 Genre Analysis	<ul style="list-style-type: none"> • Introduce Community Genre Analysis • Genre Analysis - Genre Choices (outline) • Reading Discussion #4 • <i>Journal</i> 	<ul style="list-style-type: none"> • FYC: Pages 244-245 • EA: Reading Discussion #4 "Rhetorical Situations" Ch. 3
Week 5 Genre Analysis	<ul style="list-style-type: none"> • Genre Analysis Matrix • Genre Analysis - Student sample evaluation (FYC pages 317-320) • <i>Journal</i> 	<ul style="list-style-type: none"> • FYC: pages 317-320. • EA: Reading Discussion #5 "Language, Power, and Rhetoric" Ch. 4
Week 6 Genre Analysis	<ul style="list-style-type: none"> • Rough Draft and Peer Review • Community Genre Analysis Final Due • <i>Journal</i> 	<ul style="list-style-type: none"> • No readings so you can focus on the rough draft, peer review and final
Week 7 Local Field Work Primary Research	<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</i> 	<ul style="list-style-type: none"> • FYC: Pages 321-324 • EA: Reading Discussion #6 "Conducting Research in the Field" Ch.23

Week 8 Local Field Work Library Research	<ul style="list-style-type: none"> • Introduce Local Field Work Assignment • Conducting Interviews and Surveys • Primary Research Activity (interview/survey questions) • Reading Discussion • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #7 "Finding Sources" Ch. 22 • FYC: pages 370-373
Week 9 Local Field Work Social Media Analysis	<ul style="list-style-type: none"> • Student sample evaluation (FYC pages 370-373) • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #8 "Reporting Information" Ch. 16
Week 10 Local Field Work Drafting	<ul style="list-style-type: none"> • No Class- Work on drafting your paper. • Local Field Work Outline • No Journal 	<ul style="list-style-type: none"> • EA: Reading Discussion #9 "Choosing Genres" Ch. 12
Week 11 Local Field Work Peer Review	<ul style="list-style-type: none"> • Rough Draft and Peer Review Due • Local Field Work Due • Research Bibliography • Reading Discussion #7 • <i>Journal</i> 	<ul style="list-style-type: none"> • No readings so you can focus on the rough draft, peer review and final
Week 12 Broader Community Study	<ul style="list-style-type: none"> • Introduce Broader Community Study Assignment • Broader Community Study Due • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #10 "Composing and Remixing across Media" Ch. 37
Week 13 Product/Tool	<ul style="list-style-type: none"> • Introduce Multimodal Community Product/Tool Assignment • Reading Discussion #8 • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading discussion #11 "Designing What You Write" Ch. 36
Week 14 Product/Tool	<ul style="list-style-type: none"> • Outline, Storyboarding, and Brainstorming • Student Contract • <i>Journal</i> 	
Week 15 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 16 Product/Tool	<ul style="list-style-type: none"> • Service Journal and Summative Reflection Due • Service-Learning Options Due • Multimodal Community Product/Tool Presentations • Multimodal Community Product/Tool Final 	



[Active]

Workflow

Workflow Status *Active* Workflow Started 11/21/2025 Workflow Ended - Priority 1

	Participants	Signature	Completed	Status	Result	Comments
▼	Initiator					
	Khadka, Ambir		11/21/2025	Completed		
▼	Notify 11/21/2025 1:47 PM					
	Khadka, Ambir		11/21/2025	Notified		
▼	Department Chair 11/21/2025 1:47 PM					
	Rosenberg, Lauren M		11/23/2025	Completed	Approve	
▼	CommitteeChair 11/23/2025 8:36 AM					
	Chew-Melendez, Selfa A		11/25/2025	Completed	Approve	



DTN 1103813 Submit Date 11/12/2025

Name	Reed, Krystia M	SPRIDEN	80446354
UserID	kmreed2	Title	Associate Professor
EMPL ID	6001515796	Email	kmreed2@utep.edu
Dept	Psychology	College	Liberal Arts
		Program	Psychology
Dept. Chair	Wendy Francis	Dean	Anadeli Bencomo
		Chair	Selfa Chew-Melendez

Form Type: Application

Please plan to attach your proposed syllabus at the end of this form.

(See the "Faculty Syllabus Design Guide" for additional guidance).

https://www.utep.edu/liberalarts/_files/docs/resources/cel-syllabus-design-guide.pdf

Term, Year this form applies to: Spring 2026

Course Title:	Seminar in Psychology	Course Prefix/Abbreviation (Ex: HIST 1302):	Psyc 4345
CRN (if known):	28175		
Level	Undergraduate	Department or Program:	Psychology

Do you have multiple sections of the same course? (Ex: HIST 1301-CRN 12345, HIST 1301-12346) Yes

If yes, are you seeking CEL designation for all sections of the same course? No

Is the course cross-listed? No

Rational for assigning the CEL attribute to this course:

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Designation Program must fulfill the following requirements. Please describe how the proposed course meets each requirement.

The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.

The course will involve 60 hours of engagement. There will be 40 hours of training in Dispute Resolution, 12 hours of providing mediations on a volunteer basis with our community partner (Dispute Resolution Center), and 8 hours of reflection and discussing materials with the instructor. Grading will be based on participation and quality of the reflections.

What percentage of time will the above engagement hours and deliverables comprise for this course?

12 hours will be providing mediation on a volunteer basis at the community partner institution (Dispute Resolution Center). The 40 hours of training will occur with a representative from the community partner.

What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?

30% of the grade will be for service hours. Another 30% will be the reflection on the service hours.

How will these elements be assessed?

Service hours will primarily be assessed on a pass-fail basis (did they show up and guide a mediation without any major problems). They can make up service hours if there were any issues. The reflection will then be graded using a rubric.

What is the “alternative engagement” activity requirement for students experiencing extenuating circumstances?

There will be an alternative mock-mediation for students who cannot complete the service hours due to extenuating circumstances.

How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?

The major learning objectives are:

1. Applying mediation theory and process
2. Developing practical skills
3. Upholding ethical and professional standards

The service hours achieve all of these goals. They will have an opportunity to apply mediation theory and practice in the real world through this activity. In doing so, they will develop practical skills for conflict resolution. And they will also be expected to uphold the ethical and professional standards during the mediation.

Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?

The El Paso Dispute Resolution Center.

Are there faculty members within your department(s) able and willing to teach this course in this format? If so, please provide their name(s) and department information.

Krystia Reed, Psychology, kmreed2@utep.edu

Please attach syllabus and CEL approval form for this course

Please attach your proposed syllabus.

For additional guidance please visit the Faculty Syllabus Design Guide.
https://www.utep.edu/liberalarts/_files/docs/resources/cel-syllabus-design-guide.pdf

Please attach your signed CEL approval form.

For additional guidance please visit the Faculty Syllabus Design Guide.
<https://www.utep.edu/liberalarts/resources/faculty-staff-resources/cel/cel-approval-page.pdf>

Department Chair

☒ I have read the enclosed proposal and approve this proposal on behalf of the department.

Curriculum Committee Chair

☒ I have reviewed the enclosed proposal and approve its submission to the college curriculum committee.

	Participants	Signature	Completed	Status	Result	Comments
Initiator						
	Reed, Krystia M		11/12/2025 4:39 PM	Completed		
Notify	11/12/2025 4:39 PM					
	Reed, Krystia M		11/12/2025 4:39 PM	Notified		
Department Chair	11/12/2025 4:39 PM					
	Francis, Wendy		11/12/2025 4:52 PM	Completed	Approve	
CommitteeChair	11/12/2025 4:52 PM					
	Chew-Melendez, Selfa A		11/25/2025 3:34 PM	Completed	Approve	



[Active]

Workflow

Workflow Status *Active* Workflow Started 11/12/2025 Workflow Ended - Priority 1

	Participants	Signature	Completed	Status	Result	Comments
▼	Initiator					
	Reed, Krystia M		11/12/2025	Completed		
▼	Notify 11/12/2025 4:39 PM					
	Reed, Krystia M		11/12/2025	Notified		
▼	Department Chair 11/12/2025 4:39 PM					
	Francis, Wendy		11/12/2025	Completed	Approve	
▼	CommitteeChair 11/12/2025 4:52 PM					
	Chew-Melendez, Selfa A		11/25/2025	Completed	Approve	



DTN 1105397 Submit Date 11/21/2025

Name	Gurung Lama, Menuka	SPRIDEN	80764471
UserID	mgurunglam	Title	Ph D Assistant Instructor
EMPL ID	6001633096	Email	mgurunglam@miners.utep.edu
Dept		College	Liberal Arts
		Program	Rhetoric and Writing Studies
Dept. Chair	Lauren Rosenberg	Dean	Anadeli Bencomo
		Chair	Selfa Chew-Melendez

Form Type: Application

Please plan to attach your proposed syllabus at the end of this form.

(See the "Faculty Syllabus Design Guide" for additional guidance).

https://www.utep.edu/liberalarts/_files/docs/resources/cel-syllabus-design-guide.pdf

Term, Year this form applies to: Spring 2026

Course Title:	Rhetoric and Composition 2	Course Prefix/Abbreviation (Ex: HIST 1302):	RWS 1302
CRN (if known):	21802		
Level	Undergraduate	Department or Program:	First Year Composition

Do you have multiple sections of the same course? (Ex: HIST 1301-CRN 12345, HIST 1301-12346) No

Is the course cross-listed? No

Rational for assigning the CEL attribute to this course:

The course being proposed as a Liberal Arts "CEL" (Community Engagement & Leadership) course for the Community Engagement & Leadership Designation Program must fulfill the following requirements. Please describe how the proposed course meets each requirement.

The course must either require 20 to 60 engagement hours, result in a deliverable that will be made available to the community, or both. Please describe the service hours and/or deliverables that will be a graded component of this course.

The RWS 1302 CEL designated course will require that students serve at least 20 engagement hours with their selected community agency through research, journals and volunteerism. Ideally, students will complete a deliverable for their community partner in the form of at least one of the following writing products (newsletters, pamphlets, how-to instructions business plans, profiles, curriculum, marketing documents, grants, surveys) or tools (social media, website, infographic, informational video), among other possibilities among , which may be determined depending on the community partners' needs.

What percentage of time will the above engagement hours and deliverables comprise for this course?

A significant portion of the overall content of the course will be dedicated to work with the community partner. Students will likely commit at least 30% of the overall coursework to engagement with their community partner.

What percentage of the final grade will the above service hours and deliverables comprise for this course (20% minimum to 80% maximum recommended)?

A combination of course assignments, linked to the course goals and community partnership service, will comprise approximately 50% of the final grade.

How will these elements be assessed?

Students will be required to complete a community partnership reflection journal, detailing their experience working with the partnering agency. In addition, students will complete a genre analysis based on their understanding of agency texts, such as websites, social media sites, office memos, grants, etc. Students will also complete other writing assignments for the course, which will be assessed by the instructor according to a specific criterion.

What is the “alternative engagement” activity requirement for students experiencing extenuating circumstances?

If students are unable to meet the CEL component requirements, they will need to complete a separate journal, in place of their reflection journal, and will also be assigned alternative assignments, typically those that are assigned in RWS 1302 courses.

How will the service hours and deliverables contribute to the overall Learning Objectives as stated in the syllabus?

This course requires a minimum of 20 direct or indirect community-engagement exploration/research hours that address a real community need or concern. The majority of the assignments and activities in this course are aimed to develop students’ agility, motivation, and confidence as writers and members of communities in academia and across public spaces. Students are encouraged to reflect on how their experiences working with a community partner fulfills the course learning objectives and enhances their own beliefs about civic responsibility.

Through interaction with and commitment to the needs of community partners, students will help to narrow the gap between academic knowledge and action and get a sense of how they can contribute to the health and betterment of their communities. Additionally, students will engage in writing activities between peers and community partners to address community concerns. They will use research to connect to local communities in order to understand and act on important issues.

Who is your Community Partner for this course? If this is yet to be determined, what is the planned process for identifying a Community Partner?

We will be collaborating and working with the same agencies identified by other instructors who are teaching RWS-1302 CEL courses (Isela Maier and Jon Nehls). The agencies are Ciudad Nueva, El Pasoans Fighting Hunger, The Mustard Seed Cafe, Kelly Center for Hunger Relief and the Center Against Sexual and Family Violence.

Are there faculty members within your department(s) able and willing to teach this course in this format? If so, please provide their name(s) and department information.

In addition to Dr. Isela Maier and Jon Nehls, instructors Tafari Nugent, Lizbeth Garcia Gonzalez, Victor Campos and Chandra Purna Bhusal have previously taught RWS 1302 CEL designated courses.

Please attach syllabus and CEL approval form for this course

Menuka Spring 2026 1302 CEL Syllabus.docx	Download	11/21/2025 1:45 PM	Gurung Lama, Menuka
Menuka Spring 2026 1302 CEL Syllabus.docx	Download	11/21/2025 1:45 PM	Gurung Lama, Menuka
Menuka Spring 2026 1302 CEL Syllabus.docx	Download	11/21/2025 1:45 PM	Gurung Lama, Menuka

Please attach your proposed syllabus.

For additional guidance please visit the Faculty Syllabus Design Guide.
<https://www.utep.edu/liberalarts/files/docs/resources/cel-syllabus-design-guide.pdf>

Please attach your signed CEL approval form.

For additional guidance please visit the Faculty Syllabus Design Guide.
<https://www.utep.edu/liberalarts/resources/faculty-staff-resources/cel/cel-approval-page.pdf>

Department Chair

☒ I have read the enclosed proposal and approve this proposal on behalf of the department.

Curriculum Committee Chair

☒ I have reviewed the enclosed proposal and approve its submission to the college curriculum committee.

	Participants	Signature	Completed	Status	Result	Comments
Initiator						
	Gurung Lama, Menuka		11/21/2025 1:47 PM	Completed		
Notify	11/21/2025 1:47 PM					
	Gurung Lama, Menuka		11/21/2025 1:47 PM	Notified		
Department Chair	11/21/2025 1:47 PM					
	Rosenberg, Lauren M		11/23/2025 8:36 AM	Completed	Approve	
CommitteeChair	11/23/2025 8:36 AM					
	Chew-Melendez, Selfa A		11/25/2025 3:33 PM	Completed	Approve	

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

CRN: 21802

Instructor Information:

Name: Menuka Gurung
Email: mgurunglam@miners.utep.edu
Office: Writing Center, Library Building
Office Hours: Monday, 12:00 - 1:30 pm

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.

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.

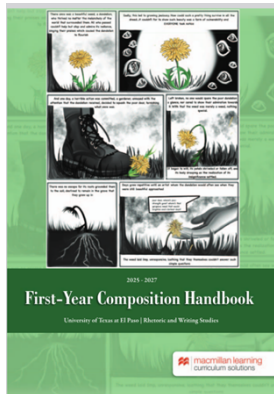
If you decide that you don’t want to participate in this CEL section of RWS 1302, you will need to change to another class before the end of late registration, by the end of the first week of classes.

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

Lunsford, A., Brody, M., Ede, L., Enoch, J., Moss, B.J., Papper, C.C., Walters, K. (2023).
Everyone's an Author, 4th. Norton Publishing.
ISBN: 978-1-324-04510-6



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

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

While 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>).

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Late Work Timeline	Deductions	Type of Assignment	Late Work Rule
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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](#).

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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.).

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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]

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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.

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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.

Student Pregnancy and Parenting Nondiscrimination Policy

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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

Academic Calendar Spring 2026

Oct 27th	Spring Registration Begins
Jan 8th	Last Day to Clear Students on Suspension/Probation as well as those with Insufficient Prerequisites
Jan 9th	Drops for Students with Unsatisfactory Academic Standing, Insufficient Prerequisites, and Prior Grades of C in the Course
Jan 12th	Financial Aid is Disbursed
Jan 19th	Dr. Martin Luther King, Jr. Holiday – University Closed
Jan 20th	Spring classes begin
Jan 20-23rd	Late Registration (Fees are incurred)
Feb 4th	Spring Census Day
	Note: This is the last day to register for classes. Payments are due by 5:00 pm.
Feb 16th	20 th Class Day
	Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.
Feb 20th	Graduation application deadline for degree conferral
Mar 16-20th	Spring Break
Mar 25th	Freshman midterm grades are due
Mar 27th	Cesar Chavez Holiday - No classes
Apr 2nd	Spring 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.
Apr 3rd	Spring Study Day - no classes
Apr 17th	Deadline to submit candidates' names for commencement program.
May 7th	Spring last day of classes
May 8th	Dead day
May 11-15th	Spring Final Exams
May 16-17th	Spring Commencement

May 20th

Grades are Due

May 21st

Grades are posted to student records; students are notified of grades and academic standing

Payment Deadlines

For more information on payment deadlines, visit the [Student Business Services Website](#)

Course Schedule

Provisional and Subject to Change

Readings: Everyone's an Author (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 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 • Reading Discussion #1, Handout: "Community Service and Critical Teaching," by Bruce Herzberg
Week 2 Community Engagement Proposal	<ul style="list-style-type: none"> • Presentation by the Center for Community Engagement • Review Community Engagement Proposal • Reading Discussion #1 • <i>Journal</i> 	<ul style="list-style-type: none"> • Reading Discussion #2, Handout: "Making Things Fit (in any number of) New Ways," by Jody Shipka
Week 3 Community Engagement Proposal	<ul style="list-style-type: none"> • Reading Discussion #3 • Community Engagement Proposal Due • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #3 "Thinking Rhetorically" Ch. 1
Week 4 Genre Analysis	<ul style="list-style-type: none"> • Introduce Community Genre Analysis • Genre Analysis - Genre Choices (outline) • Reading Discussion #4 • <i>Journal</i> 	<ul style="list-style-type: none"> • FYC: Pages 244-245 • EA: Reading Discussion #4 "Rhetorical Situations" Ch. 3
Week 5 Genre Analysis	<ul style="list-style-type: none"> • Genre Analysis Matrix • Genre Analysis - Student sample evaluation (FYC pages 317-320) • <i>Journal</i> 	<ul style="list-style-type: none"> • FYC: pages 317-320. • EA: Reading Discussion #5 "Language, Power, and Rhetoric" Ch. 4
Week 6 Genre Analysis	<ul style="list-style-type: none"> • Rough Draft and Peer Review • Community Genre Analysis Final Due • <i>Journal</i> 	<ul style="list-style-type: none"> • No readings so you can focus on the rough draft, peer review and final

Week 7 Local Field Work Primary Research	<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</i> 	<ul style="list-style-type: none"> • FYC: Pages 321-324 • EA: Reading Discussion #6 "Conducting Research in the Field" Ch.23
Week 8 Local Field Work Library Research	<ul style="list-style-type: none"> • Introduce Local Field Work Assignment • Conducting Interviews and Surveys • Primary Research Activity (interview/survey questions) • Reading Discussion • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #7 "Finding Sources" Ch. 22 • FYC: pages 370-373
Week 9 Local Field Work Social Media Analysis	<ul style="list-style-type: none"> • Student sample evaluation (FYC pages 370-373) • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #8 "Reporting Information" Ch. 16
Week 10 Local Field Work Drafting	<ul style="list-style-type: none"> • No Class- Work on drafting your paper. • Local Field Work Outline • No Journal <p>Last Day to Drop Class - Apr 2nd</p>	<ul style="list-style-type: none"> • EA: Reading Discussion #9 "Choosing Genres" Ch. 12
Week 11 Local Field Work Peer Review	<ul style="list-style-type: none"> • Rough Draft and Peer Review Due • Local Field Work Due • Research Bibliography • Reading Discussion #7 • <i>Journal</i> 	<ul style="list-style-type: none"> • No readings so you can focus on the rough draft, peer review and final
Week 12 Broader Community Study	<ul style="list-style-type: none"> • Introduce Broader Community Study Assignment • Broader Community Study Due • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #10 "Composing and Remixing across Media" Ch. 37
Week 13 Product/Tool	<ul style="list-style-type: none"> • Introduce Multimodal Community Product/Tool Assignment • Reading Discussion #8 • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading discussion #11 "Designing What You Write" Ch. 36
Week 14 Product/Tool	<ul style="list-style-type: none"> • Outline, Storyboarding, and Brainstorming • Student Contract • <i>Journal</i> 	
Week 15 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 16 Product/Tool	<ul style="list-style-type: none">• Service Journal and Summative Reflection Due• Service-Learning Options Due• Multimodal Community Product/Tool Presentations• Multimodal Community Product/Tool Final	
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Rhetoric and Writing Studies RWS 1302 Community Engagement and Leadership (CEL)*

CRN: 21802

Instructor Information:

Name: Menuka Gurung
Email: mgurunglam@miners.utep.edu
Office: Writing Center, Library Building
Office Hours: Monday, 12:00 - 1:30 pm

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.

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

Lunsford, A., Brody, M., Ede, L., Enoch, J., Moss, B.J., Papper, C.C., Walters, K. (2023).
Everyone's an Author, 4th. Norton Publishing.
ISBN: 978-1-324-04510-6



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

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

While 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.

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

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For Hybrid courses

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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.

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Oct 27th	Spring Registration Begins
Jan 8th	Last Day to Clear Students on Suspension/Probation as well as those with Insufficient Prerequisites
Jan 9th	Drops for Students with Unsatisfactory Academic Standing, Insufficient Prerequisites, and Prior Grades of C in the Course
Jan 12th	Financial Aid is Disbursed
Jan 19th	Dr. Martin Luther King, Jr. Holiday – University Closed
Jan 20th	Spring classes begin
Jan 20-23rd	Late Registration (Fees are incurred)
Feb 4th	Spring Census Day
	Note: This is the last day to register for classes. Payments are due by 5:00 pm.
Feb 16th	20 th Class Day
	Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.
Feb 20th	Graduation application deadline for degree conferral
Mar 16-20th	Spring Break
Mar 25th	Freshman midterm grades are due
Mar 27th	Cesar Chavez Holiday - No classes
Apr 2nd	Spring 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.
Apr 3rd	Spring Study Day - no classes
Apr 17th	Deadline to submit candidates' names for commencement program.
May 7th	Spring last day of classes
May 8th	Dead day
May 11-15th	Spring Final Exams
May 16-17th	Spring Commencement

May 20th

Grades are Due

May 21st

Grades are posted to student records; students are notified of grades and academic standing

Payment Deadlines

For more information on payment deadlines, visit the [Student Business Services Website](#)

Course Schedule

Provisional and Subject to Change

Readings: Everyone's an Author (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 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 • Reading Discussion #1, Handout: "Community Service and Critical Teaching," by Bruce Herzberg
Week 2 Community Engagement Proposal	<ul style="list-style-type: none"> • Presentation by the Center for Community Engagement • Review Community Engagement Proposal • Reading Discussion #1 • <i>Journal</i> 	<ul style="list-style-type: none"> • Reading Discussion #2, Handout: "Making Things Fit (in any number of) New Ways," by Jody Shipka
Week 3 Community Engagement Proposal	<ul style="list-style-type: none"> • Reading Discussion #3 • Community Engagement Proposal Due • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #3 "Thinking Rhetorically" Ch. 1
Week 4 Genre Analysis	<ul style="list-style-type: none"> • Introduce Community Genre Analysis • Genre Analysis - Genre Choices (outline) • Reading Discussion #4 • <i>Journal</i> 	<ul style="list-style-type: none"> • FYC: Pages 244-245 • EA: Reading Discussion #4 "Rhetorical Situations" Ch. 3
Week 5 Genre Analysis	<ul style="list-style-type: none"> • Genre Analysis Matrix • Genre Analysis - Student sample evaluation (FYC pages 317-320) • <i>Journal</i> 	<ul style="list-style-type: none"> • FYC: pages 317-320. • EA: Reading Discussion #5 "Language, Power, and Rhetoric" Ch. 4
Week 6 Genre Analysis	<ul style="list-style-type: none"> • Rough Draft and Peer Review • Community Genre Analysis Final Due • <i>Journal</i> 	<ul style="list-style-type: none"> • No readings so you can focus on the rough draft, peer review and final

Week 7 Local Field Work Primary Research	<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</i> 	<ul style="list-style-type: none"> FYC: Pages 321-324 EA: Reading Discussion #6 "Conducting Research in the Field" Ch.23
Week 8 Local Field Work Library Research	<ul style="list-style-type: none"> Introduce Local Field Work Assignment Conducting Interviews and Surveys Primary Research Activity (interview/survey questions) Reading Discussion <i>Journal</i> 	<ul style="list-style-type: none"> EA: Reading Discussion #7 "Finding Sources" Ch. 22 FYC: pages 370-373
Week 9 Local Field Work Social Media Analysis	<ul style="list-style-type: none"> Student sample evaluation (FYC pages 370-373) <i>Journal</i> 	<ul style="list-style-type: none"> EA: Reading Discussion #8 "Reporting Information" Ch. 16
Week 10 Local Field Work Drafting	<ul style="list-style-type: none"> No Class- Work on drafting your paper. Local Field Work Outline No Journal Last Day to Drop Class - Apr 2nd	<ul style="list-style-type: none"> EA: Reading Discussion #9 "Choosing Genres" Ch. 12
Week 11 Local Field Work Peer Review	<ul style="list-style-type: none"> Rough Draft and Peer Review Due Local Field Work Due Research Bibliography Reading Discussion #7 <i>Journal</i> 	<ul style="list-style-type: none"> No readings so you can focus on the rough draft, peer review and final
Week 12 Broader Community Study	<ul style="list-style-type: none"> Introduce Broader Community Study Assignment Broader Community Study Due <i>Journal</i> 	<ul style="list-style-type: none"> EA: Reading Discussion #10 "Composing and Remixing across Media" Ch. 37
Week 13 Product/Tool	<ul style="list-style-type: none"> Introduce Multimodal Community Product/Tool Assignment Reading Discussion #8 <i>Journal</i> 	<ul style="list-style-type: none"> EA: Reading discussion #11 "Designing What You Write" Ch. 36
Week 14 Product/Tool	<ul style="list-style-type: none"> Outline, Storyboarding, and Brainstorming Student Contract <i>Journal</i> 	
Week 15 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 16 Product/Tool	<ul style="list-style-type: none">• Service Journal and Summative Reflection Due• Service-Learning Options Due• Multimodal Community Product/Tool Presentations• Multimodal Community Product/Tool Final	
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Rhetoric and Writing Studies RWS 1302 Community Engagement and Leadership (CEL)*

CRN: 21802

Instructor Information:

Name: Menuka Gurung
Email: mgurunglam@miners.utep.edu
Office: Writing Center, Library Building
Office Hours: Monday, 12:00 - 1:30 pm

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.

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

Lunsford, A., Brody, M., Ede, L., Enoch, J., Moss, B.J., Papper, C.C., Walters, K. (2023).
Everyone's an Author, 4th. Norton Publishing.
ISBN: 978-1-324-04510-6



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

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

While 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.

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Jan 8th	Last Day to Clear Students on Suspension/Probation as well as those with Insufficient Prerequisites
Jan 9th	Drops for Students with Unsatisfactory Academic Standing, Insufficient Prerequisites, and Prior Grades of C in the Course
Jan 12th	Financial Aid is Disbursed
Jan 19th	Dr. Martin Luther King, Jr. Holiday – University Closed
Jan 20th	Spring classes begin
Jan 20-23rd	Late Registration (Fees are incurred)
Feb 4th	Spring Census Day
	Note: This is the last day to register for classes. Payments are due by 5:00 pm.
Feb 16th	20 th Class Day
	Note: Students who were given a payment deadline extension will be dropped at 5:00 pm if payment arrangements have not been made.
Feb 20th	Graduation application deadline for degree conferral
Mar 16-20th	Spring Break
Mar 25th	Freshman midterm grades are due
Mar 27th	Cesar Chavez Holiday - No classes
Apr 2nd	Spring 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.
Apr 3rd	Spring Study Day - no classes
Apr 17th	Deadline to submit candidates' names for commencement program.
May 7th	Spring last day of classes
May 8th	Dead day
May 11-15th	Spring Final Exams
May 16-17th	Spring Commencement

May 20th

Grades are Due

May 21st

Grades are posted to student records; students are notified of grades and academic standing

Payment Deadlines

For more information on payment deadlines, visit the [Student Business Services Website](#)

Course Schedule

Provisional and Subject to Change

Readings: Everyone's an Author (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 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 • Reading Discussion #1, Handout: "Community Service and Critical Teaching," by Bruce Herzberg
Week 2 Community Engagement Proposal	<ul style="list-style-type: none"> • Presentation by the Center for Community Engagement • Review Community Engagement Proposal • Reading Discussion #1 • <i>Journal</i> 	<ul style="list-style-type: none"> • Reading Discussion #2, Handout: "Making Things Fit (in any number of) New Ways," by Jody Shipka
Week 3 Community Engagement Proposal	<ul style="list-style-type: none"> • Reading Discussion #3 • Community Engagement Proposal Due • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #3 "Thinking Rhetorically" Ch. 1
Week 4 Genre Analysis	<ul style="list-style-type: none"> • Introduce Community Genre Analysis • Genre Analysis - Genre Choices (outline) • Reading Discussion #4 • <i>Journal</i> 	<ul style="list-style-type: none"> • FYC: Pages 244-245 • EA: Reading Discussion #4 "Rhetorical Situations" Ch. 3
Week 5 Genre Analysis	<ul style="list-style-type: none"> • Genre Analysis Matrix • Genre Analysis - Student sample evaluation (FYC pages 317-320) • <i>Journal</i> 	<ul style="list-style-type: none"> • FYC: pages 317-320. • EA: Reading Discussion #5 "Language, Power, and Rhetoric" Ch. 4
Week 6 Genre Analysis	<ul style="list-style-type: none"> • Rough Draft and Peer Review • Community Genre Analysis Final Due • <i>Journal</i> 	<ul style="list-style-type: none"> • No readings so you can focus on the rough draft, peer review and final

Week 7 Local Field Work Primary Research	<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</i> 	<ul style="list-style-type: none"> • FYC: Pages 321-324 • EA: Reading Discussion #6 "Conducting Research in the Field" Ch.23
Week 8 Local Field Work Library Research	<ul style="list-style-type: none"> • Introduce Local Field Work Assignment • Conducting Interviews and Surveys • Primary Research Activity (interview/survey questions) • Reading Discussion • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #7 "Finding Sources" Ch. 22 • FYC: pages 370-373
Week 9 Local Field Work Social Media Analysis	<ul style="list-style-type: none"> • Student sample evaluation (FYC pages 370-373) • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #8 "Reporting Information" Ch. 16
Week 10 Local Field Work Drafting	<ul style="list-style-type: none"> • No Class- Work on drafting your paper. • Local Field Work Outline • No Journal <p>Last Day to Drop Class - Apr 2nd</p>	<ul style="list-style-type: none"> • EA: Reading Discussion #9 "Choosing Genres" Ch. 12
Week 11 Local Field Work Peer Review	<ul style="list-style-type: none"> • Rough Draft and Peer Review Due • Local Field Work Due • Research Bibliography • Reading Discussion #7 • <i>Journal</i> 	<ul style="list-style-type: none"> • No readings so you can focus on the rough draft, peer review and final
Week 12 Broader Community Study	<ul style="list-style-type: none"> • Introduce Broader Community Study Assignment • Broader Community Study Due • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading Discussion #10 "Composing and Remixing across Media" Ch. 37
Week 13 Product/Tool	<ul style="list-style-type: none"> • Introduce Multimodal Community Product/Tool Assignment • Reading Discussion #8 • <i>Journal</i> 	<ul style="list-style-type: none"> • EA: Reading discussion #11 "Designing What You Write" Ch. 36
Week 14 Product/Tool	<ul style="list-style-type: none"> • Outline, Storyboarding, and Brainstorming • Student Contract • <i>Journal</i> 	
Week 15 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 16 Product/Tool	<ul style="list-style-type: none">• Service Journal and Summative Reflection Due• Service-Learning Options Due• Multimodal Community Product/Tool Presentations• Multimodal Community Product/Tool Final	
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Workflow

Workflow Status *Active* Workflow Started 11/21/2025 Workflow Ended - Priority 1

	Participants	Signature	Completed	Status	Result	Comments
▼	Initiator					
	Gurung Lama, Menuka		11/21/2025	Completed		
▼	Notify 11/21/2025 1:47 PM					
	Gurung Lama, Menuka		11/21/2025	Notified		
▼	Department Chair 11/21/2025 1:47 PM					
	Rosenberg, Lauren M		11/23/2025	Completed	Approve	
▼	CommitteeChair 11/23/2025 8:36 AM					
	Chew-Melendez, Selfa A		11/25/2025	Completed	Approve	