This handbook and other information about the Composition Program at Colorado State University can be found at http://composition.colostate.edu.
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Photos by Mike Palmquist.
I. Policies on Holding a Teaching Assistantship in English
The Professional Internship in English (PIE)

The GTA Professional Internship in English (PIE) for the CSU composition program is a nationally-recognized, comprehensive series of courses, conferences, meetings, and colloquia designed to help you learn about rhetorical theory, research on composing processes, and pedagogical approaches for writing instruction. As you teach CO150: College Composition, you will have the opportunity for on-going mentoring from master composition teachers and scholars and for collaboration with GTAs from a variety of backgrounds and teaching experiences. Our hope is that the PIE programs not only prepare you to teach CO150 with confidence and expertise, but that they contribute to a sense of community and professional relationships that foster ongoing reflection and learning about our students and ourselves as teachers.

The PIE is sequenced to build upon your knowledge and experience, and each semester of the program entails different requirements:

**During the fall semester of the first year, GTAs will**
- attend an orientation meeting for five days in late August to meet faculty, to become acquainted with departmental policies, to learn the philosophy underlying the course curriculum, and to develop pedagogical approaches to composition;
- teach one section of CO150 (19 students);
- audit a faculty-taught section of CO150;
- take E607A (Teaching Writing-Composition and Rhetoric);
- attend bi-weekly meetings with composition administration faculty to discuss teaching effectiveness.

Composition administration faculty also visit your CO150 classes (usually, three times), review your responses to student writing and grading practices (usually, three sets of assignments), and hold conferences several times during the term. Additional visits and reviews of graded assignments are sometimes required for GTAs who need or request further assistance. See the forms used for GTA class observations and grading conferences on pages 22 and 23 of this handbook.

**During the spring semester of the first year, GTAs will**
- teach two sections of CO150 (19 students in each section);
- continue to attend bi-weekly PIE meetings with composition administration faculty to discuss teaching effectiveness;
- register for 3 credits of E684A. **NOTE:** After the first semester there is no formal class meeting of E684A.

Composition administration faculty continue to visit your classes and review sets of graded assignments (usually, two visits and two sets of assignments) in the spring semester of GTA’s first year.
Second-year graduate teaching assistants are responsible for:

- teaching two sections of First-Year Composition in the Fall (19 students) and one section in the Spring semester (19 students);
- attending bi-weekly PIE meetings in the fall.

After you have successfully taught the Department’s common syllabus in your first year, you may work with the Director of Composition to develop and seek approval for an alternate syllabus and text for CO150. You must meet with the Director of Composition with an alternative syllabus and book selections at least three weeks before book orders are due. Second-year GTAs are usually observed once or twice by members of the composition administration faculty during fall semester and by their faculty advisers during spring semester.

**NOTE:** It is important for you to ask your thesis/project adviser to observe your teaching in your second year; most letters of recommendation from faculty should address your teaching experience explicitly.

Third year MFA graduate teaching assistants are responsible for:

- teaching 2 sections of First-Year Composition in the Fall (24 students) and one section in the Spring (24 students).

To provide MFA students the opportunity to teach creative writing, each student who completes an internship in creative writing (E607B) is given, in the third year of the student's program (which may be the 2nd or 3rd year of their GTA), a creative writing class to teach. A Teaching Assistant assigned to a section of E210 also teaches two sections of CO150 (e.g. one section of E210 Fall semester and 2 sections of CO150 Spring semester). Third-Year MFA GTAs do not register for E684A, since they have received their PIE certificate the previous semester.

When GTAs successfully complete the two-year training program, they receive a PIE certificate and, with MA or MFA in hand, are eligible to apply for special/temporary faculty positions in the CSU English department.
Policy Statement on Teaching Assistantship Assignments

An assistantship at Colorado State University is defined as a half-time position requiring a commitment of 20 hours per week.

The Department administration has set the basic assignment for meeting the 20-hour requirement as teaching three sections of CO150 (1 section in the fall and 2 sections in the spring), participating in a significant training commitment in the first year of the GTA, and teaching three sections of CO150 (2 sections in the fall and one section in the spring) in the second year of the GTA. Three sections is also the normal course load for the third year of funding for MFA students.

Department administrators recognize that some alterations in this basic set of responsibilities may be necessary because of graduate program and department needs.

Options:

1. Some teaching assistants receive assignments that differ from the norm, e.g., Writing Center GTA. Each of these assignments is assessed individually to determine the twenty-hour equivalency.

2. To provide MFA students the opportunity to teach creative writing, each student who completes an internship in creative writing (E607B) is given, in the third year of the student's program (which may be the 2\textsuperscript{nd} or 3\textsuperscript{rd} year of their GTA), a creative writing class to teach. A Teaching Assistant assigned to a section of E210 also teaches two sections of CO150 (e.g. one section of E210 Fall semester and 2 sections of CO150 Spring semester).
Procedures for Addressing Unsatisfactory GTA Performance

The English Department anticipates successful GTA performance, and our training program is designed to help GTAs succeed. We recognize that teachers bring a range of experiences and diverse pedagogical approaches to the classroom, and we welcome that range and diversity. The composition program at CSU is committed to ensuring that all composition courses meet departmental, university-wide, and state-mandated objectives. Your work in your classroom extends well beyond your direct relationship with students; it also reflects AUCC requirements, departmental and program goals, and best practices within the field of Rhetoric and Composition Studies.

We are committed to providing students in CO150 with quality instruction and to meeting departmental, state, and national requirements for our courses. Thus, you should be aware of what constitutes unsatisfactory performance as well as the policies that are in place in case of unsatisfactory work as a GTA.

A judgment of unsatisfactory performance is based on consistent and serious difficulties in the classroom, including:

- not holding full class meetings at scheduled times,
- not sufficiently preparing for classes,
- not notifying the department administrative staff (e.g., Sheila) if you will miss a class due to illness or not notifying the Director of Composition or the Assistant Chair of scheduling if you will miss several classes due to illness or professional activities (such as conference attendance),
- failing to return papers in a timely fashion,
- offering unhelpful, insufficient, or inaccurate commentary on papers,
- creating a classroom dynamic that is not conducive to learning,
- failing to meet departmental objectives for courses,
- failing to address departmental, university and state requirements for courses.

GTAs who consistently exhibit one or more of these problems may be placed on probation. If performance continues to be unsatisfactory after the GTA is placed on probation, the assistantship may be revoked. The following administrative procedures apply to any GTA placed on probation.

1. The Director of Composition will inform, in writing, any GTA whose teaching or performance in E684A is unsatisfactory. This notice will identify the cause(s) for probation. (See Probation Notice on page 11) It will also serve as notice that the GTA has been placed on probation.

2. Within three working days after notification, the GTA must arrange a conference with the Director of Composition to discuss the problem(s) and determine actions to be taken.

3. As soon as the problem is resolved to the satisfaction of the Director of Composition, the GTA will be so informed. If a severe problem still exists at the end of the semester, the
Director of Composition will forward an appropriate recommendation to the Department Chair. If a GTA is dismissed by the Chair, he or she may appeal the decision in two ways:

a. As a student, he or she may appeal the grade in E684A through the student grade appeals procedure of the English Department (see pages 30-32 of this handbook).

b. Students terminated for not performing assigned duties and functions in a timely and competent fashion must be given due process (see #5 in the GraduateAssistantship–TermsandConditionsofAppointment found in the Graduate & Professional Bulletin). These actions require Provost approval.


A GTA who expects dismissal and who plans to appeal is encouraged to assemble support for the appeal in advance. If you have any questions about this policy, please speak to the Director of Composition.
Probation Notice

DATE:
TO:
FROM:
RE: Probation Notice

The purpose of this memo is to inform you that you are not making satisfactory progress in the Professional Internship in English Program for one or more of the reasons checked below and that you are now on Probation.

_____ failure to attend all Orientation sessions
_____ failure to participate and complete all required work in Orientation sessions
_____ failure to meet classes for fully-scheduled times
_____ failure to notify the appropriate department representative in the case of absences
_____ failure to follow composition program syllabi/course objectives
_____ failure to attend, be prepared for, and participate in PIE meetings regularly
_____ failure to attend audit section of CO150
_____ failure to cooperate with grading conference requirement(s)
_____ failure to cooperate with classroom observation requirement(s)
_____ ineffective teaching of CO150
_____ ineffective grading of CO150 assignments
_____ other (explain below)

Additional remarks:

Copies:
II. General Information for Teaching Assistants
Answers to Frequently Asked Questions

How am I paid?

You will receive your check on the last working day of each month. In August you will receive approximately one-half of a full check (your contract begins on August 16) and in May you will receive approximately one-half of a check (your contract ends May 15). Both December and January checks are full, even though you're "off duty" during the winter break.

Where is my office?

All GTAs share offices (primarily in Aylesworth Hall, but sometimes in other buildings) that may be used for office hours, appointments with students, paper grading, studying, etc. You will be issued keys to your office. All offices contain desks, file cabinets, and chairs. Computers are found in most offices. Phones with voice mail are also provided. You may put up temporary decorations and may use your office during the summer. Offices must be cleaned out completely at the end of the assistantship; all keys should be returned to Sheila. Do not leave student papers in the hallways at any time (see FERPA information on page 20 of this handbook).

What should I do if I have problems with the computer in my office?

If the English department can’t solve technological problems, you should send a detailed email to helpplibarts@colostate.edu.

What is the policy for office hours?

You should post a minimum of 3 hours per week of regular office hours for fall and spring semesters, but you also need to note that you are available by appointment. Sheila will provide you with schedule cards to post on your door (in your mailbox at the beginning of each term). You should also give her a copy of your office hours for student inquiries. You must also indicate your office hours on each of your syllabi. You cannot ask students to drop your classes because they cannot meet you during your posted office hours, nor can you refuse to meet with them if they cannot attend your regular office hours. Try to work out a mutually convenient time to meet with those few students who will have a conflict with your office hours, but if a student really is unable to meet at the posted times, you may need to come to campus on a weekday you don’t ordinarily teach or meet students.
Where is my mailbox?

Your mailbox is in Behavioral Sciences A104. Check it frequently for messages. You may also have personal mail sent to you here. Packages are placed on the shelves underneath the mailboxes.

Where do I park?

You may purchase an "X" sticker (if you live on campus) or a "Z" sticker (if you commute to campus) from the Office of Parking Management, SW corner of the Lake Street Garage located at 1508 Center Avenue. You must show valid vehicle registration at the time of purchase. Parking in "X" or "Z" lots is on a "first come, first served" basis. For additional information, call Parking Services at 491-7041.

Do I get special library privileges?

Yes, you have faculty privileges at the Morgan Library; for instance, you may check books out for an entire semester. To get your library card, stop by the Reserve Desk (a copy of your personnel action sheet will have already been sent over).

Do I get a special I.D.?

No, GTAs get regular student I.D.s.

Will I get a tax break as a GTA?

The 1986 Tax Reform Act makes GTA stipends taxable income. Tuition is in the form of financial aid and is not taxable income.

Can I look at my CO150 classroom online?

You can look up your classrooms on ARIESweb Lite. Select the link, “Classroom Inventory.” http://wsnet.colostate.edu/cwis24/clasequip/report.aspx. Input the building and the room number and you’ll see a picture of the classroom with a list of the physical resources and technology available in the room.

The majority of classrooms on campus are SMART and 80% of those have document cameras. If you require a document camera, and your room does not have one, you can contact Allen Sneesby in Classroom Technology Support at 491-6038 to request checking one out. You can check one out for the entire semester. Please note that a document camera will NOT work in a non-SMART room.

If for some reason you want to change your classroom, you must email your request to the Assistant Chair for Scheduling, Roze Hentschell (roze.hentschell@colostate.edu). Please include the following information:
- Section and time you are teaching and current classroom: (e.g. CO 150.08 MWF 10-10:50 in Eddy 7)
- Explanation of why you need to change your classroom.

Please keep in mind that classroom space is extremely tight, and it is likely that your request will not be able to be accommodated. Don’t take it personally and please try to be flexible.

**I notice that CO 150 is an AUCC course. What does AUCC mean?**

The University has adopted an all-University core curriculum (AUCC). CO150 is currently the only course approved to meet the lower-division writing requirement (although students may meet this requirement with AP, IB, or CSU challenge exam test credit or approved transfer credits). CO300, CO301, and CO302 meet a second writing requirement. Among our literature offerings, several courses—140, 232, 238, 242, 245, 270, 276, 277—meet University core requirements and must also meet the specified goals for the course.

Please be sure that your syllabus meets the core requirements as delineated in course descriptions on the department website.

Furthermore, all CSU core courses are approved as part of the state of Colorado Guaranteed Transfer Pathways program. The Colorado Commission on Higher Education, part of the Colorado Department of Higher Education (CDHE), reviews course materials to be sure that all gtPathways courses emphasize critical thinking, critical reading, and critical writing. Moreover, because our University core courses must meet gtPathways criteria, teachers cannot deviate widely from the stated course goals. All the CCHE nomination materials (outlining the specific criteria for each of our core courses) appear on the N: drive. (Go to “CCHEDescriptions” inside the “Syllabus Bank” folder on the N Drive).

You may review gtPathways descriptions at: [http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/comm_rev0108.pdf](http://highered.colorado.gov/Academics/Transfers/gtPathways/Criteria/Content/comm_rev0108.pdf)

**Where do I access class rolls?**

Since you will not receive printed class rosters from the University, you’ll need to access and print your own rosters from ARIES. To get to class lists on ARIES:

1. Login to ARIESweb [http://ariesweb.colostate.edu](http://ariesweb.colostate.edu)
2. Login Using Your eID
3. Under Instructor on the left-hand side, the first bullet is Class Lists
4. Select Class Lists – a list of your courses will appear
5. Click on the green Class List to the right of the course you’d like to print

**What does it mean that my course has a waiting list?**

An ARIES Registration Waitlist is an electronic list of students who are waiting to register for a full class—standing in line electronically rather than physically. Waitlists will be effective
through the add deadline for each section. Prerequisites and other restrictions are enforced for students signing up for the waitlist. The first student on the waitlist is notified via their RAMmail account or via a text message when a space becomes available. The student then has 24 hours to register for the class before being dropped from the waitlist. The student is NOT automatically registered.

As students are looking at the Class Schedule for classes each semester, they must remember that just because a seat is available, it’s not really available if there is a waitlist. They need to check to make sure whether there is a waitlist for the class. The seat will only truly be available to the student if there is no waitlist. We recommend that you do not override students into courses; instead, let the waitlist process work.

**Are there departmental policies on accepting late work?**

The department has no set policy on allowing late work; the University expects each faculty member to make clear the policy for each section and to follow that policy fairly in each section. Practice varies across levels and across courses, so clarity is essential.

**What should I do if I am unable to meet my classes on a given day?**

Please call the English Department office (491-6428) as soon as possible if you are sick and need to cancel your class(es). You can leave a message at this number if you call before or after our office hours: 7:45-12 and 1-4:45. The office will post a Class Cancellation notice for you. We need to know the course number, section number, meeting time and location for each of your classes.

If you anticipate an extended absence (e.g., for conference attendance or for jury duty), please contact the Director of Composition and the Assistant Chair in charge of scheduling to arrange for course coverage.

**How can I arrange for a student to make up an exam outside of class time?**

Please bring the test, with an instruction sheet or note attached, to the English Department Office. This sheet/note should include your name so the Office Staff know to whom to return the test. We’ll provide you with an envelope for each test. You should mark each student’s name on the envelope, seal it, and place it in our pick-up box. While you’re at the office, sign up for a conference room and a time for the student to take the test. Be sure to check with office staff about office hours; we don’t offer tests over the lunch hour or just before the end of the business day. Then, please confirm the specific time for the test with each student. This way, when the student arrives to take a make-up exam, office staff will know where the student will be working and all other pertinent details.
What kind of grade book do I use?

All teachers are responsible for keeping information that contributes to the final grade in a clear layout. The Writing Studio includes one approach to keeping grades. Other teachers use a simple spreadsheet (often in Excel).

What information am I required to maintain for my classes?

At the end of the semester, you must submit grade books/spreadsheets from every section of every course to Sheila. The grade books/spreadsheets must contain names of all students enrolled in the section, assigned grades for each assignment, the final grade, indication of the percentage of the final grade attributed to each assignment, and clear indication of any other factor that went into the final grade (attendance policy, etc.).

 +/- Grading

All composition courses use a +/- grading scale. Percentages for this scale are as follows on a 4.0 scale: A+ = 4.0; A = 4.0; A- = 3.67; B+ = 3.33; B = 3.00; B- = 2.67; C+ = 2.33; C = 2.00; D = 1.00. Instructors of all courses are strongly encouraged to use +/- grading.

May I give a grade of “Incomplete” in CO150?

Please do not give any student an "I" (incomplete) in CO150 without consulting the Director of Composition. (Note that at CSU a "D" is a passing grade.) If, in consultation with the Director of Composition, you allocate an “I,” please obtain the “Incomplete Form” from Sheila, complete it in detail, and ask the student to sign it. Keep one copy of the form for your records, give one copy to the student, and give one copy to Sheila.

The University policy regarding Incompletes stipulates that all I grades automatically become F grades after one year. In addition, Faculty Council policy states:

"The grade of I is a temporary grade awarded to indicate that for reasons that were beyond the student's control or that the student could not reasonably have anticipated, he or she could not complete the requirements of the course. When an instructor assigns an I, he or she shall specify in writing the requirements the student shall fulfill to complete the course. The instructor shall retain a copy of this statement in his/her grade records and provide copies to the student and the department head or his/her designee. After successful completion of the makeup requirements, incomplete grades will be changed by the instructor of record or the department head, in the absence of the instructor of record."

How do I submit final grades?

You submit final grades through ARIES at the end of each semester. Under “Instructor Tools,” click on “Grade Input” to access your classes.

Am I required to give student evaluations?

CSU requires all instructors to administer evaluations for every class they teach. Copies of the evaluations are furnished by the Department. Detailed instructions for administering course surveys
will be provided in PIE. Evaluations remain confidential until after grades have been submitted, and are then available online at http://coursesurvey.colostate.edu.

**How do I duplicate materials for my class?**

You may use the copy machine located in 262 Aylesworth SE. The copier access number for everyone is 1773. Rather than make handouts for each student, think about using a transparency on an overhead projector. We can save paper and be sure students are processing information by having them take notes. You can also use EReserve on the Library Homepage (http://lib.colostate.edu). Choose Reserves from the options tabs.

**Can I reproduce student essays for educational use in other courses?**

You must obtain students’ permission to share their writing with other students or audiences other than appropriate CSU faculty. See page 26 for the official “Release form for Student Writing.” This form must be completed and signed by the student writer before his/her writing can be shared.

**For how many credits should I register?**

If you plan to complete your MA degree in 2 years and your MFA degree in three years, we recommend that you register for 9 credits each semester. You need to register for 3 credits of E607A your first semester and for 3 credits of E684A (Supervised College Teaching-Composition) every other semester. Third-Year MFAs do not register for E684A.

**May my students drop off papers for me in the English Office?**

Because of the number of students enrolled in the Composition Program, the Department will not be able to take papers from your students. Do not ask your students to put papers in your mailbox, either, because they quite frequently misplace their essays in the wrong mailbox. The best policy is to have the students hand in all assignments in class. Please do not leave student papers in the hallways at the end of a semester (see FERPA information on page 20 of this handbook)—if students want their final papers returned, please ask them to give you a self-addressed, stamped envelope.

**What special services are available to students and faculty at CSU?**

Research at the University also shows that students may not be aware of services. Please invite any students with special needs to see you after your first class. Also, include phone numbers for Advocacy Services on your syllabus or on an overhead you display every day for the first several classes (a list of resources on campus is included in the notebook you’ll receive on Day 1 of Orientation).

**May I use a computer?**

Most of the GTA offices are furnished with computers.
How do I Check out Department Equipment to use in my classes?

All of the department's equipment may be checked out by signing the equipment check-out sheet at the front counter in the English Office. You are responsible for reserving in advance the equipment you need and returning it promptly after use to the English Office.

Check-Out information required:

- Select the sheet with the date on which you need the equipment
- Select the correct column
- If you select the last column, indicate the equipment you need
- Sign your name and indicate the pickup and return times
- Please remember that the English Office is closed between noon and 1:00pm

1 Kodak Carousel 35 mm Slide Projectors
8 Laptops and 3 projectors
1 Overhead Projector
1 RCA Video Cassette Recorder
1 Sony Cassette Tape Recorder with Compact Disc (black)
1 Emerson Portable Radio/CD Player (silver)
1 Sony Microcassette Transcriber
1 Digital Camera

Please contact Classroom Support Services in A69 Clark (491-5466) for any equipment we do not provide. Note that they have a presentation on “How to Show a Video in a Classroom!”
FERPA (FEDERAL FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT)

The Family Educational Rights and Privacy Act is a Federal law that protects the privacy of student education records. FERPA dictates that University employees may not share any information other than directory information with anyone outside of the university system, including the student’s parents or spouse, without the student’s prior written consent. It would be a violation of FERPA for an instructor to discuss a student’s grades/absences without written authorization from the student. Students can give permission for private information to be released by signing the Student Permission to Release Academic Records Form. Unless a student has signed this form, you cannot share information about that student with any other party. Should a parent or other party contact you for information about a student, explain that FERPA precludes sharing information about students, and refer the parent to the Director of Composition. You also cannot leave students’ work, whether graded or not, unattended (i.e., in a box by your office), as that is considered a violation of the student’s privacy.

FAMweb

- CSU has developed a new online tool called the FAMweb portal. The portal will allow family members and trusted individuals designated by each student online access to specific student educational records. Only students can grant FAMweb online access to trusted individuals through their RAMweb account. The university cannot provide access.

- Students can sign up parents or other trusted individuals for FAMweb through an option on their homepage of RAMweb—Manage Access to My Records (FAMweb). Currently students can provide access to:
  - Their student eBilling statements
  - Their class schedule for the semester in session
  - Their unofficial transcript to date
  - Their grades from the last completed term

- FAMweb provides students with a secure online system in which to share certain information with trusted individuals. Students can provide access to more than one person.

- The person registered for FAMweb will only have access to information through the FAMweb online portal. This is the only change in university protocol made to how student information is shared; there is no change to the process or requirements for employees sharing information about a student with someone verbally or through other means. As an employee, you must still adhere to FERPA laws and cannot share information about a student, even if the person asking you for information has FAMweb access. FAMweb does not change FERPA rules.
ACNS Compliance Agreement

We've recently had some reports of inappropriate use of CSU technology, and we want to remind you of CSU's Academic Computing and Networking Services compliance policy. Infractions are considered serious and will lead to the disciplinary actions delineated in the policy. Please read the policy at http://www.acns.colostate.edu/Policies/AUP.

After you've read the policy, please print and sign the following statement. Return this signed statement to Sue Russell by October 17. Sue will keep your statement on file as long as you remain a GTA at CSU.

CSU ACNS Compliance Agreement

"I have read and understand the Acceptable Use Policy for Computing and Networking Resources at CSU. I agree to abide by the tenets of this policy when using any CSU-owned hardware or software, including netbooks, laptops, or desktop computers."

Date:____________________

Print Name: ______________________________________________________________

Signature_________________________________________________________________
CO150 GTA Observation Report

GTA: 
Observer: 
Date: 

Observation Comments

Content: Provide feedback on the content presented in the day's class. Some items to consider include: instructor mastery of the content, the way the material relates to the course goals, use of clear transitions between activities, explicit connections to larger unit/course objectives, etc.

Instructional Methods: Provide feedback on the effectiveness of the instructional methods in the day’s class. Some items to consider include: how prepared the instructor was, overall organization of the day’s session, readability of overheads and handouts, audibility of instructor, implementation of various activities, etc.

Instructor-Student Interaction: Provide feedback on the effectiveness of the instructor-student interaction. Some items to consider include: evidence of instructor-student rapport, facilitation of class discussion, handling of student questions, responsiveness to student confusion and boredom, etc.

Overall impressions: Discuss the instructor’s three greatest strengths in the classroom as well as three major areas for improvement.

Pedagogical Goals: List below the pedagogical goals the GTA and the observer established after the observation and the conference.

Detailed timeline of class session: (This portion of the observation form is to be included at the observer’s discretion.)
GTA Grading Conference Review

GTA:
Reader:
Date:

The goal of the grading conference is to engage in a discussion about essential aspects of providing student writers with strong feedback and evaluating writing fairly and consistently. Issues to consider including the following:

- Identifying a paper’s strengths and opportunities for improvement;
- Reflecting a hierarchy of rhetorical concerns in comments;
- Providing concrete examples to illustrate rhetorical concerns;
- Connecting marginal and end comments to help writers prioritize issues for revision and/or to address in future writing projects;
- Helping writers identify patterns of sentence-level errors that impede readers’ comprehension;
- Providing an individualized, audience-aware, and readerly response;
- Applying grading criteria equally across papers;
- Engaging student’s critical thinking by asking questions;
- According the appropriate grade, based on assignment evaluation rubrics.

1. Which of the aspects of grading and responding listed above are working well?

2. Which areas of grading and responding did the GTA and the reader set as goals to work on for future papers?
Lesson Plan Form

Please use the following form for each of the lesson plans you develop for your section of CO150. Ensure that your lesson plans are clear, offering concrete objectives and activities. Feel free to insert visual representations—such as a map, chart, or power point—of your lesson plan. Ensure that you have clearly addressed each of the following.

**TITLE OF LESSON PLAN:**

**LEARNING OBJECTIVES** (What do you want students to learn?):

**OVERVIEW OF ACTIVITIES** (What do you want students to do? What activities have you planned to meet you learning objectives? How much time will you dedicate to each activity? Are there specific issues you will emphasize as you’re leading students through the activities? Be as concrete as possible.):

**RATIONALE FOR SEQUENCING AND PACING ACTIVITIES** (How you are sequencing (building upon skills and knowledge students have already developed) activities? How does your pacing of activities reflect good time management? How will sequencing and pacing this lesson ensure student engagement?):
ASSESSMENT (How will you assess the success of the lesson? What outcomes will illustrate that students have met the goals and objectives of this lesson?):

SUPPLEMENTARY MATERIALS (Include any additional materials, such as citations for reading materials, assignments, transparencies, power point pages, etc., that will be used in the lesson plan):
Release Form for Student Writing

CSU Composition Program

Permission Acknowledgement

I give my permission for my composition assignment and draft documents of that assignment to be reproduced for instructional purposes in composition classes and for composition instructors’ professional development at Colorado State University.

I WOULD / WOULD NOT (circle one) like my name to appear on the piece of writing if it is duplicated and/or distributed.

Date ________

Printed Name _____________________________

Signature _____________________________

Email address  _____________________________

Title of my text _________________________________________

Course paper was written for _____________________________

Instructor paper was written for _____________________________

Note to instructor requesting permission: Please forward a copy of this release form, in PDF format, to the Director of Composition. This form will be maintained in Composition Program files.
Resources through the Office of Classroom Support Services

Here is the link:  http://www.acns.colostate.edu/Services/CSS

Contact: Doug Satterfield, Coordinator 491-6080 Douglas.Satterfield@colostate.edu
For classroom emergencies please call 491-5920.

Classroom Equipment Services - 491-5466

Contact:
- Ronald Behrens 491-4325 Ronald.Behrens@colostate.edu
- Allen Sneesby 491-6038 D.Allen.Sneesby@colostate.edu
Plagiarism: What It Is, What the Penalties Are, and How to Avoid It

Please report any cases of plagiarism/academic dishonesty to the Composition Director. Here is a link to the Office of Conflict Resolution and Student Conduct Services: http://www.conflictresolution.colostate.edu/.

Please ensure that the following information is made available to your CO150 students.

What is research?

Research is an active process of learning from others. As we research, we read, borrow, and synthesize ideas and facts from others. As researchers, however, we must credit these sources of ideas, facts, and specific language for two important reasons: First, we acknowledge the people from whom we learned and second, we create a record of sources so that researchers who follow us can build on our work.

What is plagiarism?

Simply stated, plagiarism is the dishonest use of someone else's thoughts or words. It's cheating. Plagiarism can vary from submitting someone else's paper as your own, to "borrowing" a nice sounding phrase, to using a source without citing it correctly, to "padding" a bibliography by making up sources or including sources you didn't use in your research. Whenever you use a general concept or idea, quotation, statistic, fact, illustration, or phrase that was not your own without giving proper credit to the author, you are guilty of plagiarism.

Is collaborating with someone else on my paper plagiarism?

CO150 is a workshop course. You can expect that your writing will be read and commented upon by your peers. Your instructor plans for and expects such collaboration in the classroom. If you are receiving help outside of class from a tutor or a friend, discuss your situation with your instructor to avoid any misunderstandings and to set some guidelines. Generally speaking, as long as you continue to do your own writing, getting advice or comments from other sources does not constitute plagiarism.

What are the penalties for plagiarism?

Plagiarism constitutes academic dishonesty and will be punished as such. If you fail to do your own work in CO150 or CO301, you have failed to meet the requirements of that course. Depending on the degree of plagiarism, the penalties may include failure of the individual paper, failure of the course, or expulsion from the university.

How do I avoid being suspected of plagiarism?

First, do your own work. Keep up in class and do the drafts and the library research on time so a
Second, keep copies of all your drafts, sources, prewriting, and workshops as evidence that you have been doing your own work in case there is suspicion of plagiarism. If you work on a computer, print hard copies periodically so your instructor can see the work in progress.

Third, make sure that you correctly cite all your sources. Remember, if the general concept or idea, quotation, statistic, fact, illustration, or phrase is not common knowledge in the field, you must cite a source for it.

**What will happen if I am accused of plagiarism?**

If you are suspected of plagiarism, it's important for you to know that you have the right to fair and impartial treatment and that you are guaranteed due process. You will be notified in writing of any suspected plagiarism. You may dispute the charge by meeting with the Director of Composition. The Office of Conflict Resolution and Student Conduct (325 Aylesworth Hall NW – 491-7165 [www.conflictresolution.colostate.edu](http://www.conflictresolution.colostate.edu)) may become involved.

**Academic Integrity and the Honor Pledge at CSU**

Your syllabi need to include information from the *CSU’s Honor Pledge*. On the last page of every major assignment, all students should write the following to ensure they are maintaining academic honesty:

"*I have not given, received, or used any unauthorized assistance.*"

TILT’s website addressing the Honor Pledge may be helpful:
[http://tilt.colostate.edu/integrity/honorpledge](http://tilt.colostate.edu/integrity/honorpledge)
Student Grade Appeals Procedure

STUDENT GRADE APPEALS Form – June 23, 2010
DEPARTMENT OF ENGLISH, COLORADO STATE UNIVERSITY

While it happens rarely, students do have the option of appealing grades they receive in CO150. This document explains the appeals procedure.

The following procedures operate within the framework of the Appeals of Academic and Disciplinary Decisions Involving Students as set forth in the Academic Faculty and Administrative Professional Manual of Colorado State University, Section I.7.1 (http://facultycouncil.colostate.edu/files/manual/sectioni.htm#I.7.1).

A student may appeal the grade assigned to him or her by a course instructor. There are three bases for appeal. The burden of proof rests with the student to demonstrate that one (1) or more of the following occurred:

a. The grading decision was made on some basis other than academic performance and other than as a penalty for academic misconduct.

b. The grading decision was based upon standards unreasonably different from those which were applied to other students in the same course and section.

c. The grading decision was based on an unreasonable departure from previously articulated standards.

Before making an appeal, the student should discuss the situation with the course instructor(s) involved in the decision.

STEP ONE. The student completes, signs, and files with the Department an ENGLISH DEPARTMENT STUDENT GRADE APPEALS form. The request must set forth the basis for the appeal, identifying one (1) or more of the three (3) criteria listed above. The English Office must receive the appeal form no later than thirty (30) calendar days after the first day of classes of the next regular semester following the date the grade was recorded. If no appeal is filed within this time period, the grade shall be considered final.

STEP TWO. From the date of signing the GRADE APPEALS form and filing it with the English Department Office, the student has 30 calendar days in which to do two things:

1. Attempt to resolve the dispute with the instructor. The student may wish to consult the appropriate Curriculum Coordinator or Supervisor.
2. (If the dispute is not resolved, submit a written bill of particulars that sets forth the student's case for appeal.

If the dispute is informally resolved, the student should so indicate on the original GRADE APPEAL form.
If no bill of particulars is submitted by the 30-day deadline, the grade will be considered final.

STEP THREE. Upon receipt, by the English Department office, of the student's written bill of particulars, the appeal shall be provided to the instructor and to the Department's Grade Appeals Committee. Five people are elected each Fall to the Appeals Committee—the chair will be from an outside department, two English faculty members, and two English Department students (one undergraduate and one graduate).

STEP FOUR. The Appeals Committee's decision is the final decision of the University and shall be provided to the instructor and to the student normally within 30 calendar days of receipt, by the English Department office, of the bill of particulars.
GRADE APPEAL FORM

DEPARTMENT OF ENGLISH, COLORADO STATE UNIVERSITY

NAME
MAILING ADDRESS
EMAIL ADDRESS
TELEPHONE
CSU STUDENT NUMBER

COURSE
TERM
INSTRUCTOR
DATE GRADE FILED IF LATER THAN END OF TERM

BASIS FOR APPEAL (check all that apply)

____ a. The grading decision was made on some basis other than academic performance and other than as a penalty for academic dishonesty.
____ b. The grading decision was based upon standards unreasonably different from those which were applied to other students in the same course and section.
____ c. A grading decision was based on an unreasonable departure from previously articulated standards.

____________________________
(Student signature)

__________
(date)

THIS DISPUTE HAS BEEN RESOLVED AND I WITHDRAW MY APPEAL

____________________________
(Student signature)

__________
(date)

THE BILL OF PARTICULARS (HAS/HAS NOT) BEEN SUBMITTED

____________________________
(Department signature)

__________
(date)
Policy on Withdrawal From CO150 and CO130

CO150 and CO130 are courses with a limited drop period. Students must drop the course by the Friday of the first week of classes. After this time, students may take a W in CO150 and CO130 only if they withdraw from the University.

If a student has a serious medical or family emergency (see categories listed below), the University will accept petitions for a W in CO150/CO130, but only up until the “W” drop date for that semester. Students must bring documentation of the problem and a memo from both their instructor and advisor to Sue Russell, the Composition Program Assistant, in Behavioral Sciences A111.

Conditions which make a student eligible to petition for a W include only the following:

--a death in the immediate family
--a serious illness or hospitalization
--psychological or emotional crisis (under care by certified professional)
--a serious accident that immobilizes or handicaps the student

The Registrar accepts petitions for withdrawal from limited drop courses through the end of the Withdrawal period.
REGISTRATION APPEALS PROCEDURE

After the add/drop and withdrawal deadlines, registration changes can only be accomplished through a written Registration Appeal. Registration appeals should be filed prior to the end of the semester at 2:00pm on the day when grades are due for the term.

Conditions which make a student eligible to petition for a Withdrawal (“W”) or a “Free Drop” include the following: a death in the immediate family; a serious illness or hospitalization; psychological or emotional crisis (under care by a certified professional); or a serious accident that immobilizes or handicaps the student. Your appeals packet needs to include:

1- Student Letter to the Registration Appeals Committee explaining the reason for the appeal.

2- Instructor Letter on department letterhead or email from instructor directly to the Registrar’s Office (registrarsoffice@colostate.edu) providing any information on the student’s academic performance or attendance that is relevant to the appeal. If the student sought advice on whether to continue in the course, please include a summary of the advice given and indicate whether that consultation took place prior to the relevant registration deadline. If the instructor is unable to provide a letter, please include documentation which shows that you have requested the letter.

3- Documentation of any extenuating circumstances/significant hardships beyond the student’s control that prevented the student from meeting the registration or appeal deadlines (e.g. medical condition, death of a family member, accident, advisor’s error, etc.). Appeals concerning a disability require a letter from Resources for Disabled Students (RDS).

4- Unofficial copy of your transcript from RAMweb.

5- Registration Appeal Form - You will also need to fill out a Registration Appeal Form to be found at http://www.registrar.colostate.edu/registrars-forms - select the form Registration Appeal Form.

6- Completed Late Registration Request Form obtained from your instructor or the teaching department.

Take your appeals packet to the Registrar’s Office, Centennial Hall. The Registrar’s Office will then forward your appeal to the Registration Appeals Committee for a decision. Under most circumstances, you will be notified by email regarding the outcome of your appeal within four weeks.
Policy on Religious Observances

October 6, 1992

TO: GENERAL FACULTY

FROM: Ellie Gilfoyle
Provost/Academic Vice President

SUBJECT: University Discrimination Policy

To fulfill our commitment against discrimination and to implement the intent of our discrimination policy, the following statement has been prepared. The intent of the statement is to clarify the University's discrimination policy in regard to religion.

Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Such accommodation, in the case of a student, might be the rescheduling of an exam or giving a make-up exam, altering the time of the student's presentation, releasing a graduate assistant from teaching or research responsibilities, etc. With regard to employees, such accommodation will depend upon the nature of the observance and the reasonableness of the requested accommodation.

It shall be the responsibility of the person requesting the change to give the appropriate individual sufficient advance notice to allow for appropriate scheduling.

I appreciate your cooperation in the implementation of the policy. Questions regarding the foregoing should be addressed to the Office of Equal Opportunity, 21 Spruce Hall, 491-5836.

EMG:rem
cc: Albert C. Yates
President's Cabinet
Council of Deans
Policy on Sexual Harassment

APPENDIX 1: SEXUAL HARASSMENT POLICY

Colorado State University strives to create and maintain a work and study environment that is fair, humane, and responsible so that each member of the University community is treated with dignity and rewarded for such relevant considerations as ability and performance. Abusive treatment of individuals on a personal or stereotyped basis is contrary to the concepts of academic freedom and equal opportunity. Sexual harassment is one form of such abuse and cannot be tolerated.

Sexual harassment is also illegal. It is prohibited in the employment context by Title VII of the 1964 Civil Rights Act and in the education context by Title IX of the Educational Amendments of 1972.

Therefore, this policy shall apply to all persons affiliated with the University, including its students and employees. Persons who violate this policy shall be subject to corrective action.

This policy supplants and supersedes all other policies and procedures related to issues of sexual harassment.

I. Sexual Harassment Defined

This policy prohibits "quid pro quo" and "hostile environment" sexual harassment as defined below.

A. Quid Pro Quo Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal and physical conduct of a sexual nature by one in a position of power or influence constitutes quid pro quo sexual harassment when (1) submission by an individual is made either an explicit or implicit term or condition of academic standing or of employment or (2) submission to or rejection of such conduct is used as the basis for academic or employment decisions affecting that student or employee. As defined here, quid pro quo sexual harassment normally arises in the context of an authority relationship. This relationship may be direct, as in the case of a supervisor and subordinate or teacher and student, or it may be indirect when the harasser has the power to influence others who have authority over the victim.

B. Hostile Environment Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitutes hostile environment sexual harassment when such conduct is directed toward an individual because of her or his gender, is severe and/or pervasive, and has the purpose or effect of (1) creating an intimidating, hostile, or offensive academic or work environment or (2) unreasonably interfering with another's academic performance or work. Generally, a single sexual joke, offensive epithet, or request for a date does not constitute hostile environment sexual harassment; however, being subjected to such jokes, epithets, or requests repeatedly may constitute hostile environment sexual harassment.

In determining whether the alleged sexual harassing conduct warrants corrective action, all relevant circumstances, including the context in which the conduct occurred, will be considered. Facts will be judged on the basis of what is reasonable to persons of ordinary sensitivity and not on the particular sensitivity or reaction of an individual.
In cases of alleged sexual harassment, the protections of the First Amendment must be considered if issues of speech or artistic expression are involved. Free speech rights apply in the classroom and in all other education programs and activities of public institutions, and First Amendment rights apply to the speech of students and teachers. Great care must be taken not to inhibit open discussion, academic debate, and expression of personal opinion, particularly in the classroom. Nonetheless, speech or conduct of a sexual or hostile nature that occurs in the context of educational instruction may exceed the protections of academic freedom and constitute prohibited sexual harassment if it meets the definition of sexual harassment noted above and (1) is reasonably regarded as non-professional speech (i.e., advances a personal interest of the faculty member as opposed to furthering the learning process or legitimate objectives of the course) or (2) lacks accepted pedagogical purpose or is not germane to the academic subject matter.

II. Bringing a Complaint

Bringing a Complaint (last revised December 2, 1998 and June 9, 1999)

The University can respond to harassment only if it is aware of the harassment. Any member of the University community who believes that s/he has experienced sexual harassment or reprisal shall come forward promptly with inquiries, reports, or complaints and to seek assistance from the Director or Associate Director of the Office of Equal Opportunity.

A. Any member of the University community who believes that s/he has been subjected to sexual harassment ("Complainant") shall contact the Office of Equal Opportunity (OEO), to request advice and information about possible ways to proceed and to put the University on notice. Such discussion will be kept confidential to the full extent permitted by law. Complainants are advised that there are some instances in which the University has a responsibility to act even if the Complainant requests that no action be taken, for example, where other members of the University community may be at risk. In those cases, the University may investigate and take action on the basis of facts it discovers.

B. To avoid liability to the University and the employee and to correct problems of sexual harassment, it is critical that any employee who believes that s/he has observed an incident of sexual harassment in the University’s learning and working environments involving a member of the University community or who receives a report of alleged sexual harassment from an employee or student immediately report this information to the Director or Associate Director of the Office of Equal Opportunity or to any Vice President.

C. The initial discussion between the Complainant and the Director or the Associate Director of OEO, will be kept confidential to the full extent permitted by law. The claim should be made as promptly as possible after the alleged harassment occurs. Complaints must be filed no later than 180 days after the last incident considered to be sexual harassment. One consequence of the failure to present a complaint promptly is that it may preclude recourse to legal procedures should the Complainant decide to pursue them at a later date.1

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1 Any individual involved in a sexual harassment incident has the right to pursue the matter in Court or before governmental agencies. The procedures herein are designed to preclude the need to utilize external agencies and to provide appropriate and effective remedies.

Appendix - 2
III. Composition Program Information
**CO150 Composition Placement/Challenge Examination**

Any student planning to graduate from CSU must satisfy the All-University Core Curriculum Intermediate Writing requirement (AUCC Category 1A) by taking CO150 College Composition. In order to be able to register for composition classes, the majority of students will need to take the Composition Placement Exam. Here’s the website for information on Colorado State University’s English Composition Placement/Challenge Exam: [http://composition.colostate.edu/placement.html](http://composition.colostate.edu/placement.html). The Placement Exam and Challenge Exam are the same tests. For students who don’t automatically place into CO150 (based on ACT/SAT scores or CO130 transfer credit) it’s a Placement Exam. For students with appropriate ACT/SAT scores or transfer credit for CO130, it’s a Challenge Exam. Students who do not have the appropriate SAT/ACT scores, **MUST** take the Composition Placement Exam – they cannot automatically register for CO130 Academic Writing.

Each Fall and Spring semester, we offer at least 2-3 sections of CO150 for non-native speakers of English. Sections of CO150 for non-native speakers of English have the same objectives as CO150 for native speakers of English (see [http://composition.colostate.edu/courses/co150/descriptionstudents.html](http://composition.colostate.edu/courses/co150/descriptionstudents.html)), including developing critical reading skills, understanding writing as a rhetorical process, developing a variety of rhetorical strategies to meet the needs of different audiences and purposes (particularly for academic writing), and enhancing research and revision processes. Students in ESL sections of CO150 are expected to produce high-quality papers, essential for communicating effectively at the university level. In order to achieve this goal, ESL sections of CO150 provide more support for assignment planning and revising, and emphasize the significant features of U.S. academic writing. Faculty teaching the ESL sections of CO150 have significant professional development in Teaching English as a Second Language, and they understand the challenges non-native speakers may face when reading and writing in English. Student transcripts do not indicate that students have taken a section of CO150 designated for non-native speakers of English, because all writing assignments in ESL sections of CO150 are evaluated according to the same criteria used in CO150 courses for native speakers of English. Interested students will need to contact Sue Russell ([Sue.Russell@colostate.edu](mailto:Sue.Russell@colostate.edu) 491-1898 Behavioral Sciences A111) to get an override into one of the ESL sections of CO150.
The CSU Writing Center

(http://writingcenter.colostate.edu/)

Location: Johnson Hall 119D
Morgan Library (evenings, Sun-Thurs)

Phone: 970-491-0222
Email: writing@colostate.edu

Hours: 10:00-4:00pm M-Th and 10:00am-1:00pm F
Hours in the Morgan Library and TILT: S-TH – 6:00-8:00pm

The Writing Center is temporarily located in Johnson Hall 119D, while the Eddy building is being remodeled. Johnson 119D is in the basement of Johnson Hall and can be accessed through the Office of Undergraduate Research and Artistry Office, Johnson Hall 223.

Writing Center Philosophy: The CSU Writing Center is dedicated to supporting writers at no cost by providing advice and resources at every stage of the writing process. Our goal is to engage the community in conversations about writing; to that end, we provide walk-in consultations, course collaborations, and Writing Center Tutorials (WCTs). Beginning with the writers’ needs and concerns, we use our knowledge and expertise to enhance writers’ understanding of a variety of rhetorical issues, such as purpose, audience, style, and conventions. We strive to help writers develop the confidence to make effective choices in any writing situation. In these ways, we support the shared goal of Writing Centers to help create better writers, not just better writing.

Who Visits the Writing Center? We work with all writers: first year students, graduate students, creative writers, writers from all disciplinary backgrounds, members of the local community, etc. According to recent data, approximately 24% of the students who walk in to the Writing Center are coming to work on a CO150 assignment, and approximately 30% of the writers who come to the Writing Center are non-native speakers/writers of English. Those that are not coming to work on CO150 assignments include undergraduates or graduates in any major; students with letters of application for scholarships, occupational therapy school, graduate school, medical school, or vet school; as well as students preparing resumes for employment. We also invite you to visit if you’d like to discuss your CO150 teaching assignments and materials—or your own graduate writing work.

Connecting your CO150 Class to the Writing Center: At the start of the semester, you will receive an invitation to schedule a ten minute Writing Center class visit. The consultant who visits your class will emphasize the Writing Center's hours and services and present a friendly face—something we find has made students feel more comfortable about visiting the Center. You will also receive a copy of the Writing Center schedule and hours, which we encourage you to announce throughout the semester.

We recommend that you point out writing issues that the Writing Center can help students with, but please do not require students to visit. Making Writing Center sessions mandatory and part of the student's grade often hinders the effectiveness of our consultations because students come in angry or uncertain about why they are there. Assure students, however, that we are happy to work with them, even over the long term, and we will, with their permission, let you know of their progress.
Writing Center Consultations: The Writing Center currently conducts two main types of writing consultations: walk-in sessions and weekly Writing Center Tutorials (WCTs).

- Walk-in consultations at our Eddy or Morgan Library locations comprise the vast majority of clients we serve. During the 30-minute writing session, we engage the writer in conversation about the goals, purposes, and audience for the writing project. We address the writer’s stated concerns but also attempt to engage the writer in conversation about prioritizing rhetorical concerns. Note that the writer has the option of having the Writing Center send his/her instructor a letter summarizing the consulting session.

- The Writing Center Tutorial (WCT) Program prepares writers for university level writing classes during regularly scheduled sessions—and commonly prepares students for CO130 or CO150. The writers who participate in WCTs are often English Language Learners (ELL) or English as a Second Language (ESL) students at CSU.

What We Offer to Writers: Since our overarching goal is to support writers throughout their writing process(es), we help writers work on the following during our 30 minute sessions:

- Starting: Understanding assignments, brainstorming, discussing and developing ideas
- Researching: Finding a topic and choosing search terms, conducting searches (on the Internet and the library catalogue), evaluating sources, integrating material into an essay, documentation styles and citations
- Drafting: Finding a focus, choosing a purpose, targeting an audience, developing a thesis or an argument
- Revising: Improving a paper's organization, expanding ideas, improving clarity and cohesion
- Polishing: Helping writers learn to find and correct errors in punctuation, usage, and grammar

We offer computer-assisted learning and feedback:

- We provide resources through our website: http://writingcenter.colostate.edu/.
- We respond to questions about writing sent to our email at wconsult@colostate.edu.
- We use on-site computers for writing and revising independently or during consultations.

In addition to explaining the services we offer, we try to very clearly articulate that there are a number of services we will not supply. There are some things we will not do, such as:

- Proofread and edit for writers—though we will help them learn to do this independently.
- Discuss a teacher’s performance, comments or assessment.
- Speculate or comment on a potential or assigned grade.
- Sign a paper or special form to prove that a student has been to the Writing Center. However, students do have the option to have the Writing Center send their instructor a letter summarizing the consulting session.
If you have questions about our services or would like to schedule a classroom visit, please contact the Writing Center directly, at 491-0222, or email Lisa Langstraat, the Writing Center Director, at Lisa.Langstraat@colostate.edu. We look forward to working with you!
CO130: Academic Writing

Prerequisite: Composition Challenge Examination

Course content: In this course, students practice processes appropriate for college reading and writing: identifying rhetorical contexts (audiences and purposes) common in academic discourse and writing about personal experience as well as academic readings. By writing and revising several essays, students refine their prewriting, drafting, and revising strategies to produce focused and detailed papers.

CO130 emphasizes writing process through both expressive and expository writing. The course will include the following concepts and writing assignments:

Concepts

- Writing processes and writing strategies
- Prewriting strategies
- Audience awareness
- Focusing and developing ideas
- Linking personal experience with academic context
- Organizational strategies
- Revising strategies
- Reading and writing about thematic materials

Assignments

The course will draw on thematic readings (changed from year to year). For example, readings might emphasize the concept of home, community, cultural pluralism, or freedom vs. responsibility--topics that students can react to with personal experience but also reflect upon from more academic viewpoints. (Anthologies are currently available with thematic focus on multiculturalism, home, and community.) Throughout the semester, students will summarize readings, but they will also write about the theme through other expository approaches.

Evaluation: Students will prepare a final portfolio of three to five revised pieces. In addition, they will be required to complete a holistically scored final summary-and-response essay. Although the final essay will affect decisions to pass students into CO150, the portfolio will be more significant in determining readiness for CO150 because it will reflect writing processes stressed throughout the course.

Placement: Students who score 600 or higher on the SAT critical reading or 26 or higher on the ACT English section of the exam are placed into CO150. Students who score lower than 600 on the SAT critical reading or lower than 26 on the ACT English must take the Composition Placement/Challenge Examination to be placed in a composition course. Students are placed into the Writing Center Individual Tutorial, Academic Writing, or CO150 College Composition -- or are given credit for CO150 College Composition -- based on their performance on the examination. For more information on the composition challenge examination, visit the Composition Challenge Examination page.
CO150: College Composition

Prerequisite: Satisfactory completion of COCC192 or CO130 OR SAT verbal/critical reading score of 600 and above OR ACT English score of 26 and above OR score of 3-5 on Composition Placement/Challenge Exam.

CO150 is CSU's all-university requirement in writing. CO150 is equivalent to a second semester composition class. The primary goal of CO150 is to teach learning, thinking, critical reading, and written communication at a university level. To that end, students write on topics requiring synthesis of social and academic issues with their personal experience as appropriate for varied rhetorical contexts. The course requires students to learn and practice the following types of writing:

1. Summaries of Texts and Arguments
2. Responses to Texts (Responding to a text and/or the argument advanced in a text by agreeing/disagreeing, reflecting, or analyzing)
3. Syntheses of Texts (Understanding and being able to write about relationships among texts and the arguments made by authors of those texts)
4. Analysis of Text (Critically evaluating arguments and approaches to an issue)
5. Arguments (Advancing an academic position within the context of other positions and supporting it with evidence—a research paper using MLA, APA or other widely accepted citation format)

Assumptions:

1. Writing in CO150 is rhetorically based: audience and purpose figure prominently in writing assignments.
2. Students practice writing for multiple purposes, some intended primarily for the writer (writing to learn, discover, remember); some intended for specific audiences/readers (writing to explore, inform, explain, persuade).
3. Writing is taught as a recursive process that varies for each writer and writing task. Writing, thinking, talking, reading, organizing, drafting, and revising are mutually assisting acts which help achieve the writer's purpose(s) and meet the audience's needs.
4. Instructors and peers intervene in the students' writing process by knowing the writer's purpose and audience.

Instructors and peers evaluate the written draft as well as the final product on how well it fulfills the writer's purposes and meets the audience's needs.

Key Topics and Writing Skills:

1. Determining purposes or aims for writing.
2. Adapting writing for defined audiences.

3. Practicing writing processes: invention, to include reading, researching, collaborative activities, summarizing and outlining, free writing, heuristics; shaping and organizing paragraphs and essays; revising based on changes in audience, purpose, methods of development, quality and quantity of support, or style; and editing for appropriate usage, punctuation, grammar, and mechanics.

4. Using Web-based Instructional programs to support writing process activities.

Assignments in CO150 range from writer-based journal and daybook entries to reader-based expository and argumentative writing. Essays must provide students with regular practice in revision strategies. Normally, five essays of approximately 600-2500 words (or the equivalent) are required. At least one essay should demonstrate that the student is familiar with basic library and field research procedures and with appropriate citation and documentation formats.

**Placement:** Students who score 600 or higher on the SAT verbal/critical reading or 26 or higher on the ACT English section of the exam are placed into CO150. Students who score lower than 600 on the SAT critical reading or lower than 26 on the ACT English must take the Composition Challenge Examination to be placed in a composition course. Students are placed into the Writing Center Individual Tutorial, CO130 Academic Writing, or CO150 College Composition -- or are given credit for CO150 College Composition -- based on their performance on the examination. For more information on the Composition Placement/Challenge examination, visit the Composition Challenge Examination page on the Writing Center Web site.
CO150 – College Composition: Library Research Orientation

Compiled by Adam Mackie and Matt Truslow

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This section of the handbook provides resources an Instructor in Composition at Colorado State University (CSU) might need to independently, confidently, and effectively teach a library research orientation lesson in one of the CSU Libraries’ Computer Classrooms. (Reserve a CSU Libraries Computer Classroom as soon as possible; they do fill up quickly. Click HERE for a request form to reserve a classroom.)

Library research can be overwhelming at first for students to learn and teachers to teach. For the purposes of CO150 – College Composition, it is important for instructors and students to understand the significance of taking a rhetorical approach to research. As students begin to develop skills and knowledge about how to find resources in the CSU Libraries, CO150 instructors are given an opportunity to help students work directly towards course objectives. A library research orientation aims to assist students in understanding the common curriculum goals as they form inquiry questions and discover where and how to access necessary resources for successful research. According to the All-University Core Curriculum (AUCC) requirements, instructors of a writing course, such as CO150, are “to provide instruction in the skills essential to written communication, extensive practice in the use of those skills, and evaluation of students’ writing aimed to guide them in improving their skills.” The “Common Curriculum Goals for Teaching Library Orientations” section below strives to clearly outline what skills and knowledge sets are most relevant for CO150. Reviewing the curriculum goals prior to a library orientation session can help instructors and students ground an experience at the CSU Libraries in the rhetorical situation and lead to more context-driven academic discourse.

The CSU Composition Program requires a library research orientation in the CO150 curriculum not only to guide students in building rhetorical knowledge, but also expand their information literacy. In the process of developing a more sophisticated understanding of CO150 course objectives, library research, and AUCC requirements, students:

- approach research rhetorically
- explore an inquiry question for research using the resources and databases at CSU Libraries, including Academic Search Premier, CQ Researcher, or LexisNexis
- effectively navigate these databases available in relation to their issue-based research
- develop a consistent and foundational information literacy experience that can be used throughout their academic careers
- evaluate the sources they find that relate to their inquiry questions
- distinguish the difference between popular and refereed sources
- measure the credibility of popular publications
- analyze certain kinds of evidence and how it appeals in various ways to multiple audiences
## Useful Tools and Tentative Timeline for CO150 Library Research

Below is a list of “tools” and a “tentative timeline” to assist instructors in research using the CSU Libraries’ Website and links to descriptions of three major databases. Use these links to familiarize yourself with the CSU Libraries’ services and resources for CO150 – College Composition. For more information, contact the CSU Libraries’ Help Desk at 970.491.1841.

### TOOLS

<table>
<thead>
<tr>
<th><strong>Tools</strong></th>
<th><strong>Tentative Timeline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CSU Libraries’ Computer Classroom Reservations:</strong></td>
<td>ASAP: Ensure the desired session date is available to best assist the staff at CSU Libraries (no later than Week 1).</td>
</tr>
<tr>
<td>The following link takes you to a webpage where faculty can reserve Computer Classrooms in the CSU Libraries. It is highly recommended that you do so as early as possible. <em>Indicate if you will lead the orientation yourself.</em></td>
<td>Include preparation on class calendar for the day before and announce it in class (approx. Week 4).</td>
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<tr>
<td><strong>Pre-Class Preparation:</strong></td>
<td>This tutorial takes about 30-45 minutes and does not have to be used in its entirety. If assigned, give students ample time to complete it.</td>
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<tr>
<td>Assign the “Where Do I Start?” tutorial and have students develop an inquiry question for the library session. There will be time at the end of class to conduct research on students’ topics and issues.</td>
<td>CSU Libraries have numerous tutorials that can extend an instructors knowledge in research strategies and searching techniques.</td>
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<tr>
<td><strong>“Where Do I Start?” Tutorial:</strong></td>
<td>Reviewing the CO150 Research Guide prior to the library research orientation will allow the instructor to help students effectively navigate its contents.</td>
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<tr>
<td>This page walks students through the initial stages of their research. It is a self-paced tutorial that takes approximately 30 minutes to complete. It is highly recommended that students complete this either in part or in whole before coming to CSU Libraries.</td>
<td>The short 2-3 minute video can be played during the library research orientation and used as a conversation starter about how to effectively evaluate source material.</td>
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<tr>
<td><strong>Other Tutorials for Research Strategies &amp; Searching Techniques:</strong></td>
<td>Depending on the class’ needs, descriptions and explanatory resources, such as the MIT Libraries’ Database Search Tips might be useful to review prior to a library orientation.</td>
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<tr>
<td>There are other tutorials available titled “Five Steps to Better Research,” “Boolean Searching,” “Advanced Boolean Searching,” and “Truncation.”</td>
<td>These can be distributed at the instructor’s discretion before, during, and after the library orientation.</td>
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<tr>
<td><strong>CO150 Research Guide:</strong></td>
<td>Review these supplemental documents prior to the library orientation research session. Feel free to adapt and modify them to best suit the needs of your class. Consider creative ways to use the Writing@CSU to engage students while in a Computer Classroom.</td>
</tr>
<tr>
<td>This page is a great place to become acquainted with the CSU Libraries’ resources. This page is specifically tailored to the needs and course objectives of CO150. You can reach it from the CSU Libraries’ homepage. Click on “Guides.” Click on the letter, “C.” CO150 is listed alphabetically.</td>
<td>While introducing the course early in the term, instructors might briefly mention that students will be accessing CSU Libraries as part of the requirements of CO150. Initially, students should make sure that their eID is operational. When preparing for the library session, instructors might mention that students will need the other two accounts to fully access all the resources CSU Libraries have to offer.</td>
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<tr>
<td><strong>Scholarly vs. Popular Sources:</strong></td>
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<tr>
<td>Being able to discern a scholarly from a popular source is an important skill for CO150 students to practice. Click HERE for a table that distinguishes between scholarly and popular sources. There is also a brief tutorial video embedded on the page. THIS video clearly explains the difference between scholarly and academic sources:</td>
<td></td>
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<tr>
<td><strong>Academic Search Premier (ASP), LexisNexis (LN), and CQ Researcher (CQ) Tutorials:</strong></td>
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<tr>
<td>This document offers concise descriptions about what kind of information the various databases contain. It also offers examples about how to construct searches.</td>
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<tr>
<td>o Database Overview</td>
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<tr>
<td><strong>Sample Lesson Plans and Activity Sheets:</strong></td>
<td></td>
</tr>
<tr>
<td>Below are sample lesson plans and activity sheets that may be useful in adapting and constructing personalized lessons:</td>
<td></td>
</tr>
<tr>
<td>o Sample Lesson Plan for Library Research Orientation</td>
<td></td>
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<tr>
<td>o Writing@CSU Activities (Before, During, &amp; After Class)</td>
<td></td>
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<tr>
<td>o Supplemental Lesson Plan for CQ Researcher and LexisNexis</td>
<td></td>
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<tr>
<td><strong>Access to CSU Libraries’ Resources On and Off Campus:</strong></td>
<td></td>
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<tr>
<td>There are essentially three username and password accounts that students will need to be able to access all the information available to them through CSU Libraries.</td>
<td></td>
</tr>
<tr>
<td>1. Electronic Identity (eID)</td>
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<tr>
<td>2. CSU Libraries PIN</td>
<td></td>
</tr>
<tr>
<td>3. Interlibrary Loan (ILL) Account</td>
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</table>
Common Curriculum Goals for Teaching CO150 Library Orientations

1) Initiate students into an understanding of context-driven discourse
2) Model an effective inquiry question
3) Guide students into forming their own inquiry questions
4) Show students the CSU Libraries’ Website and databases, such as *Academic Search Premier*
5) Explain what information different databases provide
6) Determine for students the difference between scholarly and popular sources and how to evaluate various sources
7) Model how to construct and refine a search to get the most relevant resources for the particular research question

Preparing for a Library Session

Before teaching a class in the CSU Libraries, instructors are encouraged to familiarize themselves with the [CSU Libraries’ Website](#), the services available, and the major databases, such as *Academic Search Premier (ASP)*, *CQ Researcher*, and *LexisNexis*. *ASP*, however, will likely be the most useful database for CO150 students’ purposes since it offers access to both scholarly and popular sources.
CO300: Writing Arguments

Prerequisite: CO150: College Composition

In CO300 Writing Arguments, students explore the rhetorical contexts of academic and public argument by considering a variety of argumentative texts, and learn and practice how to research, write, and revise their own arguments on controversial issues. The course draws heavily on theories of argument advanced by Toulmin. It also provides practice in Rogerian argument. During the course, students will write assignments that involve summarizing, synthesizing, evaluating, and crafting arguments. Many of these assignments are based on library, field, and Internet research.

As an intermediate composition course, CO300 assumes complete control of skills developed in CO150 so that students can go well beyond introductory academic writing. Like the other intermediate composition courses offered through English, the course emphasizes (1) writing processes with a special emphasis on revising and editing, and (2) critical reading processes with an emphasis on reading from a writer's point of view.

Unlike CO301, which focuses on writing essays that explain, interpret, react to, or reflect on specific issues for general audiences, CO300 focuses primarily on one mode of discourse -- argument. Although the audiences to which students will address their written arguments may vary, the course focuses only indirectly on accommodating the needs of diverse audiences. Unlike CO302, which focuses on adapting to the rhetorical demands of writing in online contexts, CO300 addresses issues related to writing online only indirectly, through use of a class Web site, use of electronic communication with the instructor and classmates, and regular posts to a class Web discussion forum. Although faculty and students in the course will make use of online communication tools, they will not be writing specifically for audiences who are reading their texts online.

Methods of Evaluation: This course will be taught using traditional grading. In addition to grades on writing assignments, grades will also be assigned for in-class writing activities (e.g., daily writing activities, peer review workshops) and out-of-class writing and reading activities (homework). Grades for these in-class writing activities and homework will also contribute to the final grade for the course. Typically, the course grade will be based on in-class writing and homework assignments (15%), regular participation in discussions of course readings on a Web discussion forum (10%), and formal essays (75%).
CO301: Writing in the Disciplines

Prerequisite: CO150: College Composition

CO301 focuses explicitly on reading and writing strategies for accommodating the rhetorical demands of specialized subjects to the needs of diverse audiences, particularly those audiences outside the students' disciplines. The course will be taught in four subsections that address topics and issues of interest in one of four, broad, disciplinary areas:

A. Arts and Humanities
B. Sciences
C. Social Sciences
D. Education

Although students may sometimes write to readers well educated in one of these fields, their work in CO301 is not designed to substitute for disciplinary writing in a field. Rather, CO301 assumes that students will write to more general audiences. The first six weeks of the course focus on analyses and responses to readings while the rest of the semester is devoted to preparing a portfolio of pieces written by the student.

As an intermediate composition course, CO301 assumes complete control of skills developed in CO150 so that students can go well beyond introductory academic writing. Like the other intermediate composition courses offered through English, the course emphasizes (1) writing processes with a special emphasis on revising and editing, and (2) critical reading processes with an emphasis on reading from a writer's point of view.

Unlike CO300, which focuses on one mode of written discourse -- argument, CO301 focuses on multiple modes and genres of written discourse. Students taking the course will learn about and practice writing a wide range of essays, including those that explain, interpret, react to, or reflect on specific issues for general audiences. The focus on general audiences is another point of distinction between CO300 and CO301. Whereas CO300 focuses on audience concerns only from the perspective of argumentative discourse, CO301 addresses a broad range of issues concerning how writers adapt their texts to diverse audiences, including which genres are most appropriate for specific rhetorical purposes.

Unlike CO302, which focuses on adapting to the rhetorical demands of writing in online contexts, CO301 addresses issues related to writing online only indirectly, through use of a class Web site, use of electronic communication with the instructor and classmates, and regular posts to a class Web discussion forum. Although faculty and students in the course will make use of online communication tools, they will not be writing specifically for audiences who are reading their texts online.

Methods of Evaluation: This course will be taught using traditional grading. In addition to grades on writing assignments, grades will also be assigned for in-class writing activities (e.g., daily writing activities, peer review workshops), posts to a class Web discussion forum, and out-of-class writing and reading activities (homework). Typically, the course grade will be based on in-class writing and homework assignments (15%), regular participation in discussions of course readings on a Web discussion forum (10%), and formal essays (75%).

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CO302: Writing Online

Prerequisite: CO150: College Composition

CO302 Writing Online focuses on the analysis and production of texts that are written and read only in electronic formats (e.g., hypertexts, sites on the World Wide Web, Internet discussion groups and forums, and electronic mail). In this course, students will explore the rhetorical and cultural contexts in which these texts occur, and learn and practice strategies for producing and interpreting these texts. CO302 will also prepare students to write as members of a society in which increasing amounts of public and social discourse takes place online.

To study online writing, students will

- read online texts including hypertexts, Internet discussion forums, and World Wide Web pages
- read work that provides a critical and/or historical perspective on the technological, cultural and rhetorical nature of online texts (e.g., work by Sherry Turkle, Seymour Papert, Laura Fillmore, Richard Lanham, Nancy Kaplan, Jay David Bolter, Myron Tuman, Mark Stefk, Cynthia Selfe, Neil Postman, Tim Berners Lee, and Sven Birkerts)
- write in and with these technologies so that they will learn first hand about how online writing uniquely calls attention to the rhetorical, technological, and cultural issues that shape its existence.

CO302 requires students to complete five writing assignments:

- a personal essay addressing issues related to writing and reading online, published on the class Web forum (approximately 1000 words in length, or the equivalent of 4 printed pages)
- a critical analysis of an Internet discussion forum (a news group, a mailing list, or a Web forum), published on the class Web forum (approximately 1500 words in length, or the equivalent of 6 printed pages)
- a critical analysis of a Web site, published on the class Web forum (approximately 1500 words in length, or the equivalent of 6 printed pages)
- a personal Web site, published on the class Web site (consisting of at least 15 nodes and links to additional sites on the Web; total words should range from 1500 to 2000 words, depending on the students' goals and the number of nodes)
- a large Web site (at least 75 nodes -- or Web pages, plus links to additional sites on the Web), written in collaboration with other members of the class, for a group or agency in the University, Fort Collins, or larger Colorado community. (We anticipate that this fifth assignment will provide an excellent opportunity for service learning.)
As an intermediate composition course, CO302 assumes complete control of skills developed in CO150 so that students can go well beyond introductory academic writing. Like the other intermediate composition courses offered through English, the course emphasizes (1) writing processes with a special emphasis on revising and editing, and (2) critical reading processes with an emphasis on reading from a writer's point of view.

**Methods of Evaluation:** This course will be taught using traditional grading. In addition to grades on writing assignments, grades will also be assigned for in-class writing activities (e.g., daily writing activities, peer review workshops), posts to a class Web discussion forum, and out-of-class writing and reading activities (homework). Typically, the course grade will be based on in-class writing and homework assignments (15%), regular participation in discussions of course readings on a Web discussion forum (10%), and formal essays (75%).
CO401: Advanced Composition

Prerequisite: CO300 Writing Arguments, CO301 Writing in the Disciplines, or CO302 Writing Online

CO401 seeks to develop students' abilities to adapt intermediate-level rhetorical modes and strategies to a broader range of writing situations. Close attention is given to the finer points of writing style. For example, while a student might have developed in CO301A the ability to write generic literary reviews clearly and persuasively for a well-educated general audience (per TIME magazine or a Sunday supplement), CO401 would focus on moving beyond the "standards" of the review genre to develop a unique perspective and voice.

Students will typically write (and rewrite) at least five papers, each with a carefully defined rhetorical stance and a highly developed sense of style. The writing may be supplemented by assigned readings in an advanced level rhetoric/reader.

CO401 presumes that the student writer of non-fiction prose has mastered the rhetorical skills that allow thorough command of subject matter, authority of voice, and effective use of established rhetorical strategies and stylistic conventions. Prior to enrolling in CO401 the writer should be able to accommodate the demands of specialized subjects to the needs of general audiences.

Methods of Evaluation: This course will be taught using traditional grading. In addition to grades on writing assignments, grades will also be assigned for in-class writing activities (e.g., daily writing activities, peer review workshops), posts to a class Web discussion forum, and out-of-class writing and reading activities (homework). Typically, the course grade will be based on in-class writing and homework assignments (15%), regular participation in discussions of course readings on a Web discussion forum (10%), and formal essays (75%).