CO150.03: COLLEGE COMPOSITION (Summer 2016)

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Office Hours Location: Eddy 327

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Course Description

CO150--College Composition--is a common experience for most CSU students. CO150 focuses on initiating students into academic discourse and developing composing practices that will **prepare them for success as university students and as citizens.** Therefore, the course focuses on critical reading and inquiry, writing for a variety of rhetorical situations, and enabling effective writing processes.

Its key objectives include the following:

- Developing **critical reading** practices to support research and writing
- Understanding **writing as a rhetorical practice**, i.e., choosing effective strategies for addressing purpose, audience and context
- Developing a repertoire of **strategies for addressing a variety of specific rhetorical situations**, i.e., different purposes, audiences, and contexts
- Learning important elements of **academic discourse**, such as forming and critically investigating questions, using sources effectively and ethically, and writing effective summaries, analyses, and arguments
- Increasing **information literacy** through practicing strategies for locating, selecting, and evaluating sources for inquiry
- Developing **effective research and revision processes**, including collaboration and response, and using feedback to guide revision.

This curriculum is also designed to **help instructors realize three broader educational goals:**

- Engage students as **active members of the CSU community**
- Engage students as **active and interested learners**
- Develop student understanding of their positions as world citizens responding to significant global challenges.

The course or its equivalent is required by the **All-University Core Curriculum** to satisfy Category 1 a., Basic Competency in Written Communication. In addition to meeting this CSU core requirement, CO150 credit will satisfy a core requirement for communication (CO 2) at any Colorado public higher education college or university. That is due to its inclusion in the state's guaranteed transfer (gtPathways) program.

Required Materials Checklist

You are expected to be **prepared** for **all** class sessions. Before the next class, please make sure you have purchased the following items and accessed the necessary online course materials.

Required text:

- **Textbook:** *Joining the Conversation: Research Edition* by Mike Palmquist
- **Reader:** Food: Part 1 of Food-Energy-Water by Sue Doe, Hannah Caballero, and Amanda Memoli

Required Resources:

- Access to CO150 class page at [Canvas](canvas.colostate.edu)
- A binder that contains printouts of handout, printouts of texts, and paper for notes

Grading & Extensions

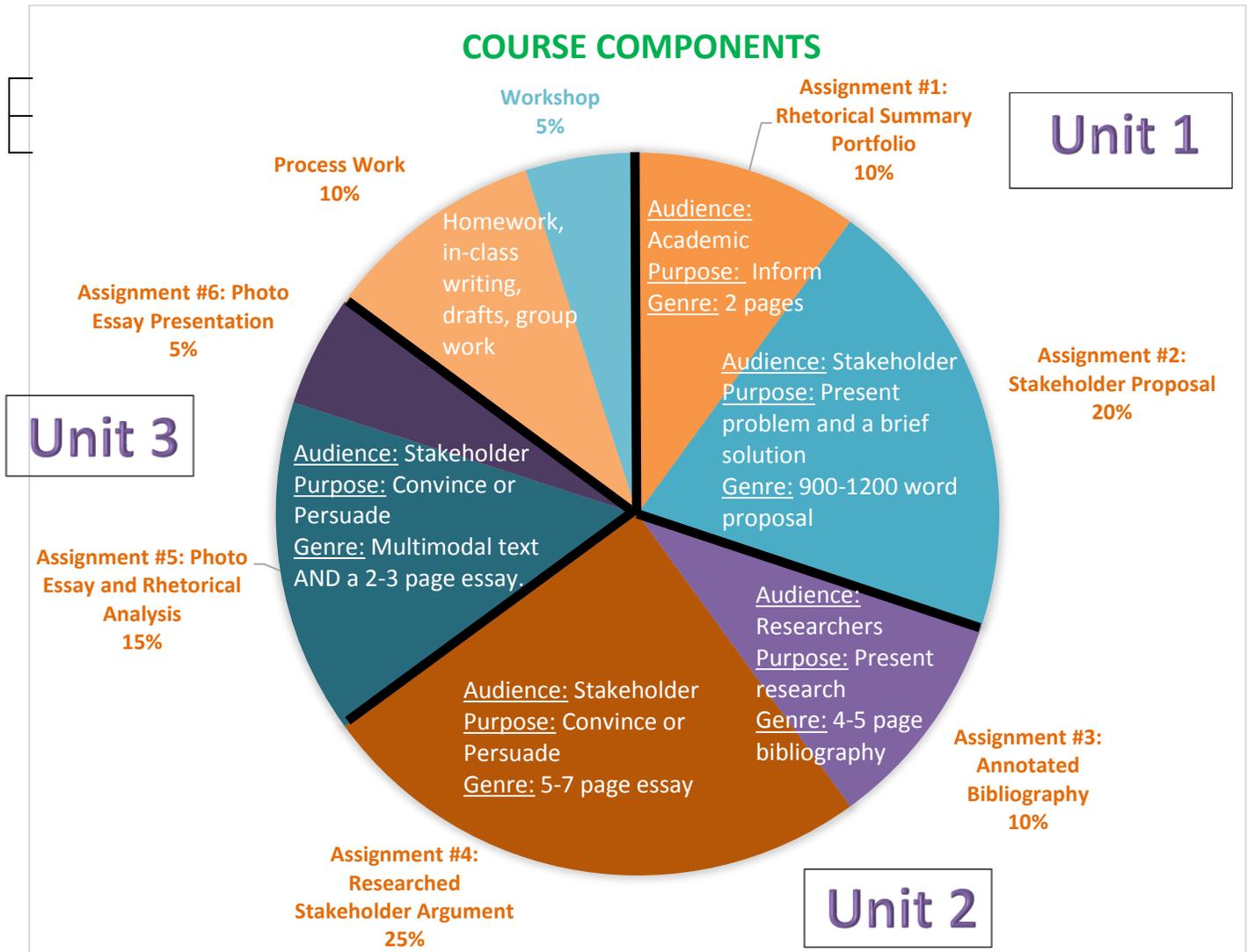Grades will be assigned at the end of the semester, according to the following grading scale:
97-100 = **A+;** 93-96= **A**; 90-92 = **A-**; 87-89 = **B+**; 83-86 = **B**; 80-82 = **B-**; 77-79 = **C+**; 70-76 = **C**; 60-69 = **D**; 0-59 = **F**

- CO150 is a **limited add/drop course** (see yellow sheet).

- You may use **one extension** on one assignment.
  - The assignment will be due at the <u>beginning of the next class period</u>.
  - To use your extension <u>you must email me</u> **at least 24 hours** <u>before</u> an assignment is due.
- **Expect to spend 2 hours on coursework outside of class time for every hour of in-class time.**
- **All grades are final and non-negotiable. I round at .5 and will not "bump up" your grade any further.**

Overview of Course Components*

You will be the **author** of the following **texts** in our **context** of Food.

COURSE COMPONENTS

Workshop 5%

Process Work 10%

Homework, in-class writing, drafts, group work

Assignment #6: Photo Essay Presentation 5%

Unit 3

Assignment #5: Photo Essay and Rhetorical Analysis 15%

<u>Audience:</u> Stakeholder <u>Purpose:</u> Convince or Persuade <u>Genre:</u> Multimodal text AND a 2-3 page essay.

Assignment #1: Rhetorical Summary Portfolio 10%

<u>Audience:</u> Academic <u>Purpose:</u> Inform <u>Genre:</u> 2 pages

<u>Audience:</u> Stakeholder <u>Purpose:</u> Present problem and a brief solution <u>Genre:</u> 900-1200 word proposal

Unit 1

Assignment #2: Stakeholder Proposal 20%

<u>Audience:</u> Researchers <u>Purpose:</u> Present research <u>Genre:</u> 4-5 page bibliography

Assignment #3: Annotated Bibliography 10%

<u>Audience:</u> Stakeholder <u>Purpose:</u> Convince or Persuade <u>Genre:</u> 5-7 page essay

Assignment #4: Researched Stakeholder Argument 25%

Unit 2

*Missing or being unprepared for workshop overrides all percentages for class assignments – see Workshop Policy below.

Student Responsibilities:

1. **Complete Video Assignments.** This course is often a **flipped classroom**, which means that you will watch a short lecture that I've created for homework, complete a brief activity, and then apply that video's concept more in depth during class time. This means that if you don't watch the video, you will be completely lost during our class activities. It also means that I expect you to be an active learner during class sessions – participate in your group, ask good questions, and have fun!

2. **Attendance and Process Work Expectations. Success** in this class (and virtually all other college classes) **depends upon how regularly you attend.** To be successful (as I want you to be!), **please observe the following:**

- **Be on time and prepared** for class each day, and please do not leave early or start packing up your stuff before class is over. Entering late is distracting and shows a lack of respect for your classmates, your instructor, and the educational process. Being **prepared** means **critically reading** the texts, having **questions** for you instructor and classmates, and bringing the assigned **homework**.
- **Attend class (this seems obvious, I know).** If you are **absent** or **late** to class and miss a WTL, quiz, or the homework collection, you **CANNOT** make it up or hand it in during or after class. **These points add up!**
- Please **communicate any emergencies to me immediately** so I can better help you.
- Please **communicate University Sanctioned absences** (athletes, academic communities, etc… see Faculty Manual)) and/or **religious observances** to me *__prior to__* the absence. We will negotiate **reasonable** accommodations for work.

IF YOU'RE ABSENT: You are responsible for any missed material (i.e. announcements, notes, handouts, and assignments). You will have access to your classmates' email addresses through Canvas. **IF YOU ARE ABSENT, you should find what you missed in the following order:**

- Check that Week's **Homework page** in Canvas Modules to see what is due the next class period.
- Email a **classmate** to clarify the homework and ask nicely for materials and/or notes.
- Email **me** if you still have any questions.

3. **Hand in all work on time.** My late policy varies by the type of assignment:
- **Process work: I do not accept late process work** (e.g. WTLs, homework, group work, etc.). I will only accept homework at the **beginning of class** when I ask for it.
- If you know you will have to miss class on the day that homework is due, it is your responsibility to email it to me **before** class starts.
- **Discussions:** Part of your process work grade in this class will be Canvas **discussions**. You must post to the discussion on the assigned due date and time with a thorough, thoughtful response.
- Any responses posted after the deadline will be considered late: up to **24 hours late** will receive **half credit**, and after that it will not be accepted.
- **Assignments:** All **assignments** are due at the assigned time in Canvas, **regardless of whether you are present in class that day.**
- Except in the case of using your one extension (see Grading), assignments (final drafts) that are submitted **up to 24 hours late** will receive a **10 percent** grading penalty (e.g. if you earn 87% on a assignment that is turned in up to 24 hours late, you will actually receive 77% for that assignment).
- Assignments that are turned in **up to 48 hours late** will receive a **20 percent** grading penalty. **Assignments that are submitted more than 48 hours late will not be graded.**

***Problems with technology are not an excuse for late work** – please allow enough "wiggle room" to compensate for a technological disaster to strike, and please save your work in multiple places.

4. **Follow MLA format for all assignments.**   All drafts must be typed in 12-pt. Times New Roman, double-spaced, with 1" margins all around, with your name, instructor name, class and date in the upper left hand corner (See Purdue OWL)

Submit all required work for assignments. In addition to the final assignment, you will be required to submit copies of all drafts, process work, and a reflective postscript **in a folder** at the beginning of class on the day the assignment is due.

- **Failure to submit all required work** will result in the **loss** of a substantial number of process work points.
- Failure to hand in process work **may also result in a substantial number of points lost on the final assignment** because I cannot see your drafting process which shows that the work is your own.
- Make sure that you submit your best work for a final grade. **The grade you receive on a paper is the grade you earned and is not negotiable.**

Classroom expectations

Please respect your peers and your professor through your civility in class.

- **Respect the opinions** of other students and the authors we read (even if you don't agree). There may be in-class discussions that broach sensitive or controversial issues, and it is absolutely necessary that **civility and respect be employed at all times.**
- Always **listen attentively**: put away your homework for other classes and turn off your iPod and cell phone before you enter class.
- Texting and "Facebooking" has also become a major issue in the classroom in the past few years. It is distracting, disrespectful, and potentially allows for cheating. **I do not allow cell phones in my class: if you need something explained, ask me and not Google.** I'll probably answer more quickly.

Workshop Policy

Peer collaboration is an important part of the writing process, and as such I schedule time to workshop every assignment you will do this semester. You are hurting both yourself and your peers when you do not bring a complete draft on workshop days.

- **You cannot make up a missed workshop**, and you must **bring a complete draft** to every workshop.
- A "complete" draft doesn't mean a "final" or a "perfect" draft – it means a draft with a **beginning, middle**, and **end** (I'll tell you how many pages to bring to workshop for each assignment).
- Because workshop is such an important part of the writing process, it is worth **5% of your final course grade.** You will receive **10 points for submitting a complete draft** and **10 points for being in workshop** to comment on your peers' work.
- You must **submit your workshop (rough) draft to Canvas BEFORE workshop** to earn your 10 draft points.

Canvas and E-mail

I will use Canvas AND e-mail to communicate with you throughout the semester, so be sure to **check Canvas and your Canvas e-mail frequently.**

- I will answer **brief, clarifying** questions via email on **Monday-Friday from 8:30 AM-5:30 PM.** Please allow **24 hours** for a response.
- Your email should include a salutation, context for your email, your name, and use of standard English conventions if you expect me to respond.

Plagiarism and Academic Honesty

Plagiarism has become increasingly problematic at CSU and will not be tolerated in this class.   Plagiarism can lead to a reduced grade for the plagiarized work, a failing grade in the course, and/or the Repeat/Delete option for the course. **The following are examples of plagiarism (though this list is not exhaustive)**:

- submitting someone else's paper as your own;
- submitting a paper that was purchased or downloaded from the internet;
- submitting an assignment you completed in a previous class;
- using someone else's ideas, language, or structure and not acknowledging them for it (citing);
- "padding" a bibliography by making up sources or citing a source you didn't use in your research.

CO150 adheres to the Academic Integrity Policy of the General Catalog and the Student Code of Conduct. Please see these documents for further details. In cases of suspected academic dishonesty, all instructors at CSU are required to forward documentary evidence to the Director of Composition and the Office of Conflict Resolution and Student Conduct Services. The Office of Conflict Resolution and Student Conduct Services will ensure due process and advise instructors regarding appropriate disposition of the case. The bottom line: *If at any point you're uncertain whether or not you're incorporating the ideas and language of others correctly, ask me.*

To encourage academic honesty in all assignments, each major assignment will require that you include an **Honor Pledge** which states**: I have not given, received, or used any unauthorized assistance.** (followed by your signature)

Accommodations

Any student eligible for academic adjustments because of a learning disability or medical condition should contact the **Office of Resources for Disabled Students** at **(970) 491-6385** for development of appropriate accommodations. Instructors are only allowed to make these accommodations after receiving appropriate documentation from the Office of Resources for Disabled Students.

Policy and Schedule Changes

Changes to these policies will be made in the best interest of the class as a whole and will be emailed in advance of their taking effect.

Mandatory Reporting and Title IX

CSU's Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that **faculty follow CSU policy as a "mandatory reporter" of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom papers or homework exercises.** These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the faculty member requires that the faculty member inform appropriate CSU channels to help ensure that the student's safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For counseling support and assistance, please see the **CSU Health Network website**. And, the **Sexual Assault Victim Assistance Team** is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault.

Agreement and Commitment

CO150 is not an easy class, nor should it be. Your decision to remain in this section of CO150 demonstrates your agreement to the policies stated above and also demonstrates your willingness to make a commitment to the class and your writing.

Useful Resources:

- **Computer labs** are available on the third floor of Eddy – you have a **print quota** here!

- **Writing Center.** The Writing Center is located in **Eddy Hall Room 23**. It is a free, confidential service that provides feedback for all writers at all stages of the writing process. I will never require that you go to the Writing Center, but I will always recommend it. Here is the link to their website (http://writingcenter.colostate.edu/). If you cannot go in person to the Writing Center, **online consultations** are also available. Below are the **hours of operation**:

Day	Room	Time
Monday-Thursday	Eddy Hall Room 23 Library	10:00am-4:00pm 6:00pm-8:00pm
Friday	Eddy Hall Room 23	10:00am-2:00pm **Online only**
Saturday	Closed	Closed
Sunday	Library	6:00pm-8:00pm

Week by Week Outline (Subject to Change)

Week	Concept/Objective	Assignment Due Dates
1	• Introduce course • Writing as a conversation • Rhetoric and rhetorical situation • Close and critical reading • Summary writing • Introduce A1 • Quoting and paraphrasing	
2	• Analyze A1 examples • Peer review procedures • Peer review • Style & conventions • Introduce stakeholders • Introduce A2 • Audience appeals • Synthesizing sources	**Assignment 1 (Rhetorical Summary Portfolio) Due**
3	• Development for audience • Genre and organization • Visual rhetoric • MLA citation • Analyze sample proposal	
4	• Peer Review • Style and conventions • Inquiry questions • Introduce A3 • Research skills • Evaluating sources	**Assignment 2 (Proposal) Due** *No Class July 4th*
5	• Library instruction • Analyze sample AB • Plagiarism issues	
6	• Peer review • Introduce A4 • Thesis statements • Define argumentation • Argument structure • Audience appeals	**Assignment 3 (AB) Due** *No Class July 22nd*
7	• Conferences with Instructor • Logical fallacies • Counterarguments • Prepare for conferences • Peer review • Style & Convention • Introduce A5 & A6	**Assignment 4 (Stakeholder Argument) Due**
8	• Analyzing sample texts • Visual Rhetoric • Polishing • Presentations	**Assignments 5 & 6 (Photo Essay & Analysis; Presentation) Due**