

CO150: COLLEGE COMPOSITION  
 COLORADO STATE UNIVERSITY  
 FALL 2016 3 CREDITS  
 INSTRUCTOR: Nancy Wright

TIMES: 150. MWF 12:00-12:50 (Eddy ) CO 150. MWF 1:00-1:50 (Eddy )  
 OFFICE: Eddy 326 EMAIL: [nancy.wright@colostate.edu](mailto:nancy.wright@colostate.edu)  
 OFFICE HOURS: M 2 pm – 3 pm; MWF: 11:00 am – 11:50 am; and by appt

**Prerequisites and Required Materials:**

- *A Pocket Style Manual, 2016 MLA Update 7<sup>th</sup> Edition*, Diana Hacker (ISBN: 978-1319083526)
- Access to Canvas and your RAMS email, checked frequently
- Access to a reliable printer and reliable ink supply (If you are a CLA major, you have 500 pages of free printing in Eddy 300 and Clark C141/143. If you are in a different college and taking a CLA course, you have 125 pages.)

**Course Description:** CO150—College Composition—or its equivalent is required by the All-University Core Curriculum to satisfy Basic Competency in Written Communication. In addition, CO150 credit will satisfy a core requirement for communication (CO 2) at any Colorado public higher education college or university due to its inclusion in the state’s guaranteed transfer (gtPathways) program. CO150 focuses on initiating students into academic discourse and developing composing practices that will prepare them for success as university students and as citizens. The course focuses on critical reading and inquiry, writing for a variety of rhetorical situations, and effective writing processes. Class time will be spent in small and large group activities and discussion, in-class writings, conferences, and short mini-lessons that will be delivered in a lecture format.

**Course Objectives:** Specific objectives for the course include the following:

- *to develop critical reading practices to support research and writing;*(reading of articles/websites related to umbrella topic, reading professional samples in multiple genres, quizzes)
- *to understand writing as a rhetorical practice, i.e., choosing effective strategies for addressing purpose, audience, and contexts;* (drafts, outlines, daily writings, writing in multiple genres, conferences, peer review)
- *to draft texts for specified rhetorical contexts;* (multiple drafts of summaries, essay, editorial, letter)
- *to understand how to revise and edit for focus, structure, style, purpose, and audience;* (peer review, conferences, drafting)
- *to identify and complete appropriate writing tasks from generating ideas to editing a final draft;* (gathering background knowledge, brainstorming, daily writings, drafts, revisions)
- *to learn important elements of academic discourse, such as posing and critically investigating questions, using sources effectively and ethically, and writing effective summaries, analyses, and arguments;*
- *to increase information literacy through strategies for locating, selecting, evaluating, and integrating sources;* (database instruction, evaluating sources, research)
- *to reflect on, evaluate and act on writing process and revision suggestions from peers and teachers* (peer review, conferences, discussions, process reflections, final reflection paper)

**Course Overview:** The following presents the course content in general terms. Each assignment builds on the previous assignments, and each unit includes reading and analysis of sources related to the skills/ideas addressed, as well as daily writing assignments. Each unit also culminates in a major paper which shows mastery of the concepts discussed. Our umbrella topic for the semester attempts to answer the following question: *How do we better our response to natural disasters at the local, state, national, and international levels?*

	SKILLS	CONTENT	SEMESTER %
<b>Paper 1: Academic Summary:</b> Listening to the Conversation and Assessing Background Knowledge	critical reading strategies; analyzing and supporting background knowledge; identifying genre; identifying the rhetorical situation; elements of an academic summary; paraphrasing and quoting from a text; attributing ideas; effective peer review	Haiti earthquake 2010; UN cholera outbreak; NGOs; Haiti’s infrastructure; “Haiti’s Disaster of Engineering” (Peter Haas); op-eds from major newspapers	15%
<b>Paper 2: Academic Informative Essay:</b> Gathering Information on an Issue	MLA in-text citation ; MLA Works Cited; identifying stakeholders; informative writing; academic contexts; Managing and integrating source material	“The Haiti Aid Dilemma” ( <i>Planet Money</i> ); USAID; NGOs; “Island Time”(This	25%

		<i>American Life</i> ); scholarly work on foreign aid; Red Cross controversy	
<b>Papers 3: Editorial</b> Adding your voice to the conversation	research strategies; information literacy; evaluating sources; using a database; special needs of editorials and proposal arguments; writing for new media audiences; the writer's tool box; creating reasoning without sources; persuasive writing; non-academic contexts	Hurricane Sandy; National Flood Insurance; FEMA; New York Build it Back; "Business of Disaster" ( <i>Frontline</i> )	25%
<b>Paper 4: Persuasive Open Letter:</b> Finding the best tools for an argument	audience appeals; addressing opposing arguments; formatting for new media audiences	Ted Talks on disaster relief; background information for student's choice of topic	25%
<b>Homework, quizzes, discussions</b>	in-class writings; participation; reflection on course content; reflection on the writing process; drafting; final reflection		10%

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

This course is **writing-intensive**. It is **demanding** and the workload is **substantial**. Please be sure that your schedule this semester allows for the time and energy needed to be successful. **Please also note that absences can override satisfactory completion of above coursework, as described below.**

**ATTENDANCE:** Your success depends upon good attendance. Students are expected to attend all class meetings for the entire period, without exception. *There is no distinction between excused and unexcused – you're either here, or you're not.* As much of class time is spent practicing new skills and working in groups, it is impossible to "make-up" classes. **You must attend class to make sure you have all of the information you need to be successful in the course, as many of the concepts presented in class (and for which you are responsible) are not included in a text.** In addition, class activities can't be made up. But more importantly, if you are absent, you will not be practicing and receiving feedback on assignments designed to prepare you for the major papers.

Of course, on occasion, circumstances (illness, for example) sometimes cause you to miss class. In these cases, you can use *flex days*. You are allowed **THREE** flex days without deduction from your grade. **HOWEVER**, your **COURSE GRADE** drops by a ½ letter grade for each additional absence beyond three. If you have an extenuating circumstance (prolonged illness, family emergency) that requires you to be away from class, please contact Student Case Management (see last page of this document) to verify your circumstances, and they will contact me about giving you additional consideration.

You may also choose to use your flex days for turning in a weighted assignment (summary, informative essay, editorial, letter). Each 24 hour period after the due date/time counts as 1 flex day, including weekends. Once you pass the time it was due, you start another flex day. For example, if the paper is due Wed at 9 am, and you turn it in on Friday at 11, you have used 3 flex days. You may NOT use flex days for homework, discussions, etc.

**If you are in your seat, but not "here" (sleeping, texting, unprepared, or otherwise disengaged), you will take a flex day/absence. If you leave early, you will use a flex day/absence. If you choose to use group work time as "break time" by leaving the classroom, you will take a flex day (excluding emergencies). If this occurs, I will either pull you aside at the end of class or send you an email.**

\*\*\*\*\*After NINE ABSENCES (3 weeks of class) you will automatically FAIL the course. \*\*\*\*\*

**NOTE: University sanctioned events (religious exemption, sports, conferences, etc) do NOT count toward your flex days, as long as you provide the necessary documentation for the absence.**

**PROCESS WORK:** All papers must include process work (rough drafts). I will check these as we go, and they will be turned in for classwork. If you do no drafting for a paper, you start with a 70 and go down from there. Assignments also need to show significant changes between drafts to show that you are engaged in the writing process. Significant points are deducted from final papers without appropriate drafting.

**HOMEWORK/DRAFTS:** Homework is DUE ON THE DAY ASSIGNED at class time. It CANNOT be made up. Sometimes homework is due on Canvas, sometimes you need a hard copy, and sometimes both. **Check the modules on Canvas and be aware of the type of assignment required.** You can expect somewhere in the neighborhood of 2 hours of homework for each credit hour. This means about 6 hours over the course of the week, or 2 hours per class meeting.

**LATE HOMEWORK:** I do not accept late homework. Your work must arrive to me at the beginning of the class period when it is due. I will always give you feedback on anything you turn in, so even if you are turning in a late draft that receives no points, turn it in for writing support.

**WORKSHOPS:** At this level of writing, we are expecting that you will produce numerous drafts of each paper you write, and in particular, we are expecting that you revise thoroughly, not just turn in the first draft you churn out. To encourage this important step in becoming a successful writer, rough draft peer review workshops are MANDATORY. A deduction of ONE GRADE will be taken from the final paper grade for those who do not show up for or do not complete online workshops. For example, an A paper will be lowered to a B, a B to a C, etc.

**CANVAS USE:** You are responsible for making sure that you have submitted the correct document and that it is uploaded in WORD or PDF ONLY. To check to see if you have uploaded the right paper, go to the submission page, click on Submission Details, and then click on the link to the document. NO extensions will be given for any issues with Canvas, unless it is my error (for example, forgetting to make a submission box visible). If at any point you are unable to access Canvas or you have an issue with your computer, you have two back-up methods for getting your work in on time: 1) bring a hard copy to class 2) email it to me.

**PRE-WRITING CONFERENCES:** You are required to attend multiple conferences with the instructor during the semester. These conferences will help you to orient your writing or to get feedback on a draft before the final is due. There are usually release days given for these conferences. **A deduction of one grade will be taken from the final paper grade for those who fail to show up for a required conference.** Optional conferences are also available before most papers are due, and of course, please make an appointment to see me anytime during the semester.

**REVISION:** Ultimately, revision of your work should be done before a paper is turned in. However, it sometimes takes a few papers to adjust to the expectations of the course, and I do believe that on occasion, we all need a second chance to reach success. To that end, you have the option of revising either the summary **or** the informative essay – **NOT** both. You may receive up to *10 extra percentage points* from your original grade, so a B can become an A, a C can become a B, etc. The revision will be due soon after Paper 2 is returned. You aren't required to do a revision if you don't want to. Please keep in mind that this means that papers 3 and 4 cannot be revised once the final drafts are turned in.

**POST-PAPER CONFERENCES:** If you receive less than a C on any paper, you are also required to schedule a meeting with me within one week of the return of the paper. I will not officially enter your grade until this requirement has been met.

**DECORUM:** The effectiveness of our time together depends in large part on you. To that end, I expect the following:

- Do **NOT** show up to class, office hours, or conferences in anyway impaired. If you are under the influence of alcohol or drugs, you will be asked to leave, and you will take a flex day.
- **No phones, electronics, or texting in class. No earbuds in at any time.** I have made the commitment to stay focused in class, so my cell phone is silenced (not just set to vibrate) and put away (and kept away) during class. I expect the same of all students.
- Laptops are used for designated class activities ONLY. Any notes you need to take must be done on paper.
- **Appropriate social skills are expected: allow everyone a chance to contribute, no attacks, no disruptions while others (including the instructor) are speaking. I reserve the right to dismiss disruptive students from class.**
- *Please see me to discuss your writing.* If my office hours do not fit your schedule, please see me for an appointment. As well, I am always available for brief discussions immediately before or after class. DO NOT wait until the last minute to seek help with your writing.
- *Please check your grades on a regular basis.* I do everything in my power to accurately record grades, but on occasion, I do make a data entry mistake. Please be sure to see me if you think I have made an error, or if you are not sure why you received the grade that you did.
- You may also visit the Writing Center in Eddy 23 (basement) to get help with any stage of the writing process. You can meet face-to-face or request an online consultation. For more information, go to [www.writingcenter.colostate.edu/](http://www.writingcenter.colostate.edu/).
- **Covered drinks are fine in class, but please DO NOT bring your breakfast or lunch to class.**

- **A word about “professionalization”:** College courses help you to learn needed content, but they also help you to transition to professional environments. Sometimes rules seem arbitrary to students, but they serve a purpose for the instructor – they provide the “culture” that works best for the course -- and a student must adapt to that culture, just as you will need to adapt to the culture of a professional work environment. Expectations vary from course to course as far as attendance, types of assignments, use of electronics, use of Canvas, etc. It is your job to learn the culture of each course and to show respect for that environment. In particular, this course is NOT a “lecture hall” culture, where you can come in and leave when you want and be on your phone or computer. The expectation is that you engage in all activities throughout the class period and that you take care of personal needs (restroom, getting water) before coming to class. Group work is not “break time.” If I can make it 50 minutes, so you can you.
- **Email decorum:** ALWAYS SIGN YOUR NAME TO YOUR EMAILS. Writing an email is just another writing situation. Even if you have a grievance, you are expected to be respectful in both tone and diction. Sending e-mail that violates the rules mentioned above can result in disciplinary action taken by the university.

#### **ACADEMIC INTEGRITY:**

- CHEATING OR PLAGIARISM may result in a failed assignment, a failed course grade, and/or disciplinary action by the university. This course will adhere to the Academic Integrity Policy of the CSU General Catalog and the CSU Student Conduct Code.
- **The following are examples of cheating (though this list is not exhaustive):**
  - copying the work of another student on a quiz or problem set
  - taking an exam or completing homework for another student
  - falsifying exam or grade results
  - possessing unauthorized notes, study sheets, etc during an exam or other monitored activity
- **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
  - using a phrase (whether in quotation or paraphrase) without acknowledging its source
  - tagging a source but not putting a direct quotation in quotation marks
  - using a source without citing it correctly
  - “padding” a bibliography by making up sources or citing a source you didn't use in your research
- In cases of suspected academic dishonesty, all instructors at CSU are required to forward documentary evidence to the Office of Conflict Resolution and Student Conduct Services. They will ensure due process and advise instructors regarding appropriate procedures and penalties.
- **Honor Pledge:** By becoming a member of the CO150 writing community and the greater CSU community, it is assumed that you understand that you will not give, receive, or use any unauthorized assistance in completing your assignments. You will be asked to acknowledge this understanding as you complete each of the major assignments. Remember: always do your own work. Obtain feedback from me, your peers, the writing center, etc., but do not allow anyone to go too far in helping you with your assignments. You alone are responsible for the integrity of your work.
- We will discuss in class how to properly cite phrases and ideas so that you can avoid unintentional misuse of sources. You are responsible for understanding this information and applying it correctly. Please see me if what I have provided to you in class needs further clarification.

**SPECIAL GRADING PROCEDURES FOR DOCUMENTATION ERRORS:** If you have misused sources or have documentation errors in your paper, you will receive a 0 for your paper. If this occurs, you will be given the opportunity to revise your paper for documentation errors only – the rest of the text must remain the same. You will need to keep revising for documentation until all errors are fixed before receiving a grade on the paper. If you fix all documentation errors the first time, I will grade the paper as is. You will lose 10% off the paper for each subsequent draft needed. Despite this procedure, egregious disregard for documentation or outright plagiarism could result in failure of the paper, failure of the course, as well as discipline by the university.

**ACCOMMODATION:** Any student eligible for academic adjustments because of a learning disability or medical condition should contact the Office of Resources for Disabled Students at 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.

**SEXUAL HARRASSMENT/VIOLENCE DISCLOSURE POLICY:** 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, 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.

**COUNSELING SERVICES:** For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. 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. The web address is <http://www.wgac.colostate.edu/need-help-support>.

**STUDENT CASE MANAGEMENT:** If you find yourself in a crisis situation of any kind, or if you have a disruptive event in your life, such as a death or lengthy illness, your first stop should be Student Case Management and Referral Coordination (<http://www.studentcasemanagement.colostate.edu/>). This office will find and coordinate support services for you, as well as verify documents and advocate for consideration from your professors.

**AGREEMENT AND COMMITMENT:** *CO150 is a challenging, time-consuming course.* That is intentional, as it is with intensive effort that you become a better writer, reader, and thinker. This course is meant to push you intellectually and will require significant effort on your part. *Your decision to remain in this section of CO150 demonstrates your agreement with the policies stated above and also demonstrates your willingness to make a commitment to the class and your writing.*

<p>You will receive other handouts which detail homework, reading, and writing assignments. <b>This syllabus and those schedules are subject to change if needed.</b> If that is the case, an updated version of the syllabus and detailed due dates will be provided to you.</p>
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