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 (i.e., once every two weeks) meetings with composition administration faculty to discuss teaching effectiveness; twice in the semester this meeting will be called the Composition Colloquium and will feature a guest speaker or a special activity.

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 21 and 22 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; twice in the semester this meeting will be called the Composition Colloquium and will feature a guest speaker or a special activity.
- register for 3 credits of E684A. **NOTE:** After the first semester there is no formal class meeting as with E607A but E684A must be taken as internship credit in your second and third semesters as a GTA.

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 and colloquia throughout the year, which are typically scheduled twice per semester
- register again for 3 credits of E684A (total of 6 internship credits over the course of your GTA) in the third semester of teaching. You do not register for internship credits after your third semester as a GTA, unless you need the 3 credits to bring you to a full load.

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—typically E210. 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 non-tenure-track faculty positions in the CSU English department and oftentimes elsewhere as well.
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. MFA students who have completed an internship in creative writing pedagogy (E607B) will have additional opportunities for teaching. See the section immediately above for details.
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, professional behavior, or performance in E607A or 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 or no attempts have been made to seriously address the problem, 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 E607A or E684A through the standard 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 Graduate Assistantship–Terms and Conditions of Appointment 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 attend and satisfactorily complete E607A and E684A
____ 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 Hartshorn, 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 and chairs. There is a communal computer and printer in the main lounge area. 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 Dargon in 359 Eddy. 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 communal computer or printer in the main lounge area?

Please send a detailed email to helplibarts@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 also 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 Eddy 357. 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?

Now that you know your CO150 section number(s), you can look them up in the Virtual EMS (Event Management System) site: https://schedule.colostate.edu/EMSWebApp/

- At the top left, select “My Home”
- Sign in
- Login
- At top left, under “Browse” select “Locations”
- Scroll down until you come to the building your classroom is in. Click on the room number and select “Features” for a list of the physical resources and technology available in the room. Select “Images” to see a picture of the classroom

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, other exams, or CSU challenge essay 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 (gtPathways). The Colorado Commission on Higher Education, part of the Colorado Department of Higher Education (CDHE), ensures to the state legislature that all gtPathways courses emphasize core competencies and content criteria applicable to the subject area and are transferable from one Colorado public institution to another. The core competency specifically addressed by CO150 is “Written Communication” which includes everything from revision practices and peer review to library research and source-based writing to grammar and mechanics. The core competency is associated with specific student outcomes that we are responsible for addressing and on which eventually we will be assessed as a program. Moreover, because our University core courses must meet gtPathways criteria, teachers, including GTAs, cannot deviate widely from the stated course goals. Starting in the Fall of 2017, to support gtPathways transfer status, we must include in our syllabi, and state at the beginning, the Written Competency, the content criteria for the level of the Composition course (CO-2 for CO150), and the CDHE’s official statement. Please see additional information about these requirements at the Composition website where you may also view sample syllabi that have incorporated the necessary information. Please look at material located below the red font heading at this site: http://composition.colostate.edu/teachers/

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
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. Please also email the Director of Composition with a simple statement about your absence and its reason. Please plan to provide special explanation to the Director of Composition if you must miss more than a few days of class even if your absences are due to illness.

If you anticipate an extended absence (e.g., for conference attendance or for jury duty), please make contact as early as possible with 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. Canvas, a course management system that is subscribed to by CSU, 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 machines located in room 357 Eddy and Eddy 302/Whitaker Conference Room. Each person in the department is assigned a copier access number. See Sheila for your number and for help if the machine ever needs paper or has a problem. To make copies for your class, use the copy machines in Eddy 357 or Eddy 302/Whitaker Conference Room. GTAs’ copy limit is 4000 per YEAR divided between the two copiers). 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 25 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.

**How do I Check out Department Equipment to use in my classes?**

All of the department’s equipment may be checked out at the Eddy 300 Computer Lab. They have an electronic check-out system at the front counter in the Lab. You are responsible for reserving in advance the equipment you need and returning it promptly after use to the Eddy 300 Lab. Check-Out information required:

- Name or CSU ID

**Equipment to Check Out**

- Laptops/Projectors
- Headphones
- SD Flash Drives
- Recorders/Microphones
- Cameras/Camcorders/extra lenses
- Tripods
- Speakers

Please contact Classroom Support Services in A69 Clark (491-5920) for any equipment we do not provide.
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 about students 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. Do not assume the validity of any person’s claim that he or she is included on a Student Permission to Release. Instead, if a parent or other party contacts 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.
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 your 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?): 
**ASSSESSMENT** (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: Al Powell, Director, Learning Technologies
(970) 491-6226
alpowell@colostate.edu

For classroom emergencies please call 491-5920.

Classroom Equipment Services - 491-5920

Contact:
- Ronald Behrens 491-4325 Ronald.Behrens@colostate.edu
- Allen Sneesby 491-6038 D.Allen.Sneesby@colostate.edu

Classroom Media Services

Contact:
- Allen Sneesby 491-6038 D.Allen.Sneesby@colostate.edu

Classroom Technical Services

Contact:
- Al Powell 491-6226 alpowell@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 Student Resolution Center:
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 deadline won't pressure you into cheating.
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 Student Resolution Center (325 Aylesworth Hall NW – 491-7165 www.conflictresolution.colostate.edu) is generally notified of cases of plagiarism, arranges adjudication processes, and maintains records of all forms and cases of student academic misconduct and dishonesty.

**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/pledge/
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, (Sue.Russell@colostate.edu – 491-1898 - 356 Eddy Hall).

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 4:30pm on the Friday of Finals week.

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. The appeals packet needs to include:

1. **Student Letter** to the Registration Appeals Committee explaining the reason for the appeal.
2. **From Instructor:** Documentation form (page 3) providing 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.
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 an immediate family member, accident, advisor’s error, etc.). Appeals concerning a disability or medical issue require a letter from Resources for Disabled Students (RDS), Case Management, the Health Network or a personal provider of services.
4. **Registration Appeal Form** - You will also need to fill out a Registration Appeal Form to be found at [http://www.registrar.colostate.edu/registrar-forms](http://www.registrar.colostate.edu/registrar-forms) - select the form Registration Appeal Form.
5. **Include appropriate completed form:** Late Registration Change 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

The University has an obligation to do its utmost to accommodate students of all religious faiths; the practice of a person's religious faith is constitutionally protected. We recognize that, in order to observe their faith, some students must be absent from classes or miss scheduled exams from time to time. It is important that students not be penalized for participation in religious holidays and observances. Therefore, students should be allowed, whenever practicable, to avoid missing an academic assignment or exam due to such absences, when doing so will not create an unreasonable burden on the instructor or the institution, or result in any unfairness to others.

There are several important principles summarized here:
1. Religious accommodation will be granted when reasonable. Some key principles in determining the reasonableness of the request include 1) whether the request will compromise the academic integrity of the course and/or program, 2) how equitable the accommodation will be with respect to requirements other students are held to, and 3) whether the accommodation will lead to the student missing a significant part of the regularly-scheduled course activities for the semester.
2. Students also have responsibilities. Some of these include 1) in cases where the religious obligation is a scheduled one, students have the responsibility to notify the instructor at the beginning of the course, 2) for religious obligations that cannot be known in advance, students have the responsibility to notify the instructor as soon as practicable, 3) in cases where the religious obligation is a recurring one, students have the responsibility to sign up for courses that can actually be attended, etc.
3. In most cases, students should be given the opportunity to complete the work in question in another way and/or on a different day and/or at a different time.
4. There are limits to what is reasonable. For instance, most people would find it "unreasonable" to miss one day of class or lab every week of the semester. In such cases the course should be taken at another time and/or semester to avoid these types of conflicts. Please be aware of major religious holidays when planning events and exams.
Policy on Sexual Harassment

For the complete policy, go to: Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation

It is the policy of Colorado State University to maintain an academic and work environment free of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation for students, faculty, and employees. Such conduct is contrary to the standards of the University community and common decency. It diminishes individual dignity, impedes equal employment and educational opportunities and equal access to freedom of academic inquiry, and creates barriers to fulfilling the University’s scholarly, research, educational, and service missions. Such conduct will not be tolerated at the University.

Discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation also are illegal; they are prohibited in the employment context by Title VII of the 1964 Civil Rights Act, in the education context by Title IX of the Educational Amendments of 1972, and, in both employment and education contexts, by Colorado’s anti-discrimination laws, including, but not limited to, C.R.S. §24-34-401, et seq. Such conduct also can violate federal and state criminal laws.


To comply with federal requirements regarding non-discrimination in admissions and operations, the University’s approved non-discrimination statement must appear in major University publications such as the General Catalog. A brief required non-discrimination statement also must appear in written advertisements and University publications, including those used to inform prospective students of University programs. The required non-discrimination statements, as well as further information regarding these requirements, are available at the Office of Equal Opportunity.

The University prohibits any act of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence or stalking by a Covered Person, and any retaliation related to reports of such acts. The University takes all allegations of such misconduct seriously. When allegations of such acts are reported, and a Covered Person is found to have violated this policy, consequences will result, up to and including dismissal from CSU. Any
disciplinary action for a tenured faculty member must follow the procedures outlined in Section E.15; Disciplinary Action for Tenured Faculty, of the Faculty and Administrative Professional Manual. All members of the CSU community are expected to not infringe upon the rights of others. This Policy has been adopted to reaffirm this principle and to provide support and recourse to those who are impacted by discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, or retaliation perpetrated by a member of the University community. When the Responding Party is determined not to be a Covered Person at the time of the report, he or she may nevertheless be subject to this policy in the event that he or she becomes a Covered Person in the future, as well as being subject to other laws and policies.
III. Composition Program Information
## CO150 Composition Placement Procedures

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. Composition Placement Procedures ([http://composition.colostate.edu/students/placement](http://composition.colostate.edu/students/placement)) are based on standardized test scores. Students will place either into Group 1 (automatic placement into CO150), into Group 2 (these students will complete the Directed Self-Placement Survey), or into Group 3 (these students are placed into CO130, but do have the opportunity to write the Composition Placement Challenge and Re-evaluation Essay).

Each Fall and Spring semester, we offer at least 4 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.

- **The objectives of the sections of CO150 for non-native speakers of English** (ESL/EFL sections – English as a Second/Foreign Language) are the same as those of the sections for native speakers.
  1. Sections of CO150 for non-native speakers of English have the same objectives as CO150 for native speakers of English, 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.
  2. Students in ESL/EFL sections of CO150 are expected to produce high-quality papers, essential for communicating effectively at the university level.

- **Instructors teaching the ESL/EFL sections of CO150 are familiar with the challenges faced by non-native speakers of English.**
  1. Faculty teaching the ESL/EFL sections of CO150 have significant professional development in Teaching English as a Second/Foreign Language, and they understand the challenges non-native speakers may face when reading and writing in English. The instructors are better able to understand ESL/EFL writing patterns and how to comment on them. This does not change the assignments taught nor the grades given.
  2. ESL/EFL sections of CO150 provide more support for assignment planning and revising, and emphasize the significant features of U.S. academic writing.
  3. The only other difference is that Instructors for our ESL/EFL sections of CO150 more explicitly contextualize writing for an American audience in an American institution. So, they may provide a more direct explanation of American expectations for extra background, but the subsequent lessons about writing to those audiences are the same as in mainstream sections.
  4. When students ask, something that our ESL/EFL instructors will often use as evidence for equivalency for objectives is that students who take CO150 ESL/EFL don't need to also take a mainstream section of CO150. In other words, the ESL/EFL section of CO150 satisfies Colorado State University’s All-University Core Curriculum 1A, Intermediate Writing requirement.
The CSU Writing Center
(http://writingcenter.colostate.edu/)

Location: Eddy Hall, Room 23 (Basement) – Monday – Thursday 10am-4pm
Morgan Library – evenings, Sunday – Thursday 6pm-8pm
Phone: 970-491-0222
Email: writing@colostate.edu

Please double check hours by going to the Writing Center web site listed above as sometimes university events may cause changes to this schedule.

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, online consultations, and course collaborations. 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 23% of the students who walk in to the Writing Center are coming to work on a CO150 assignment, and approximately 24% 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 online consultations.

- Walk-in consultations at our Eddy and 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.

- Online consultations can be arranged by going to the Writing Center web page listed above. We offer both video conferencing and online draft review options.

**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

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

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. Students are exposed to source-based writing, typically using sources that are provided by the instructor, so that they might begin to learn how to use and cite outside sources for the academic setting.

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.
CO150: College Composition

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. The course takes a rhetorical approach, which is consistent with current research on writing instruction, with CSU composition program values, and with state standards for transferable Composition courses. Students write on topics requiring synthesis of social and academic issues, utilizing sources including their personal experience, and citing sources in ways that are appropriate for varied rhetorical contexts, purposes, and audiences. 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. Analyses of Texts (Critically evaluating arguments and approaches to an issue)
5. Representation of Texts (finding, evaluating, selecting, using, and citing sources obtained from varied locations, including especially library databases)
6. 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 learning about the writer's purpose and audience and offering peer review advice.

Instructors and peers evaluate written drafts as well as the final product on how well these efforts fulfill the writer's purposes and meet 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.

5. Conducting college-level library research and source use at an intermediate level.

Assignments in CO150 may 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.
CO150 – College Composition: Library Research Orientation
Compiled by Adam Mackie and Matt Truslow
Spring 2013

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

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<thead>
<tr>
<th><strong>CSU Libraries’ Computer Classroom Reservations:</strong> 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></th>
<th><strong>TENTATIVE TIMELINE</strong></th>
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<tr>
<td><strong>Pre-Class Preparation:</strong> 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>ASAP: Ensure the desired session date is available to best assist the staff at CSU Libraries <em>(no later than Week 1).</em></td>
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<td><strong>“Where Do I Start?” Tutorial:</strong> 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>Include preparation on class calendar for the day before and announce it in class <em>(approx. Week 4).</em></td>
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<td><strong>Other Tutorials for Research Strategies &amp; Searching Techniques:</strong> There are other tutorials available titled “Five Steps to Better Research,” “Boolean Searching,” “Advanced Boolean Searching,” and “Truncation.”</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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<td><strong>CO150 Research Guide:</strong> 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>CSU Libraries have numerous tutorials that can extend an instructors knowledge in research strategies and searching techniques.</td>
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<td><strong>Scholarly vs. Popular Sources:</strong> Being able to discern a scholarly from a popular source is an important skill for CO150 students to practice. Click <a href="#">HERE</a> for a table that distinguishes between scholarly and popular sources. There is also a brief tutorial video embedded on the page. <a href="#">THIS</a> video clearly explains the difference between scholarly and academic sources:</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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<td><strong>Academic Search Premier (ASP), LexisNexis (LN), and CQ Researcher (CQ) Tutorials:</strong> 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 <a href="#">Database Overview</a></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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<td><strong>Sample Lesson Plans and Activity Sheets:</strong> Below are sample lesson plans and activity sheets that may be useful in adapting and constructing personalized lessons:</td>
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<tr>
<td>o <a href="#">Sample Lesson Plan for Library Research Orientation</a></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>o <a href="#">Writing@CSU Activities (Before, During, &amp; After Class)</a></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>
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<tr>
<td>o <a href="#">Supplemental Lesson Plan for CQ Researcher and LexisNexis</a></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>Access to CSU Libraries’ Resources On and Off Campus:</strong> 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>
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<tr>
<td>1. <a href="#">Electronic Identity (eID)</a></td>
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<tr>
<td>2. <a href="#">CSU Libraries PIN</a></td>
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</tr>
<tr>
<td>3. <a href="#">Interlibrary Loan (ILL) Account</a></td>
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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](http://library.csu.edu), 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 advanced composition course, a CO3 course, CO300 assumes complete control of skills developed in intermediate composition, CO150, so that students can go well beyond introductory academic writing. Like the other advanced 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, (Writing in the Arts and Humanities--301A, Writing in the Sciences--301B, Writing in the Social Sciences--301C, Writing in Education--301D) which focuses on writing essays that explain, interpret, react to, or reflect on disciplinary 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 CO300 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 advanced composition course, CO301 assumes complete control of skills developed in CO150 so that students can go well beyond intermediate academic writing. Like the other advanced 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 communication of specialized knowledge into texts that are accessible to diverse audiences. Given the course’s emphasis on rhetorical approaches to writing at an advance level, students consider genres that are appropriate for reaching particular audiences and addressing particular 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%).
CO302: Writing in Digital Environments

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 Stefik, 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 typically 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 advanced composition course, a CO3 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 is a requirement for students who are concentrating in writing as part of their English major. The course seeks to develop students' abilities to adapt high-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%).
CO402  Principles of Digital Rhetoric and Design

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

This course, which is required for the writing concentration in the English major, offers advanced study of rhetorical contexts shaping online texts. It includes instruction in coding and digital design.

CO402, focuses on rhetorical principles of digital design at an advanced level. The course explores questions of 1) access, 2) ownership, 3) digital literacy, 4) multimodality, and 5) participatory design. Students examine ideologies that are embedded within digital tools, technologies, and artifacts, including their own practices and dispositions toward these tools. Students experiment and explore composing with image, audio, and video, and utilize open-source and proprietary web-based tools. Students learn coding languages to facilitate their work. As with other CO classes, CO402 is a production based course that emphasizes rhetorical dimensions of digitally networked composing. Students examine the contexts, practices, tools, and texts that circulate within digital spaces. By the end, of the course students are able to understand the importance of rhetorical context as both readers and writers in digital spaces. They are able to adapt texts and improve their accessibility for a range of audiences and understand how visual rhetoric and new media can be used in a range of genres for academic, artistic, and public aims.