



College Composition

Spring 2019

CO150.0__ CRN: _____

Location: _____

Time: __:00 – __:50 __.m. MWF



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Contact Information and Office Hours for Instructor Parker:

Contact: a private message through Canvas or Airica.Parker@colostate.edu

I typically respond within forty-eight hours max. I strive to be quite timely, but please do not depend on a quick response.

Please communicate respectfully and kindly. Do reach out as needed ~ I'm here to help!

Office Hours: Mondays 3 – 4 p.m. Wednesdays 11 – 11:55 a.m. Fridays 3 – 4 p.m. or by appointment

Office Hours Basics: A pre-prepared, specific question or goal from you will help us to be productive. Please bring all associated materials relevant to your question/goal with you. Please feel free to visit.

PLEASE SIMPLY STOP BY Eddy 329

Course Description:

CO150 prepares writers for situations they are likely to encounter in academic and professional environments. This class focuses on initiating students into discourses to help them develop composing practices that will prepare them for success as students and citizens. Therefore, the course focuses on inquiry, writing for a variety of rhetorical situations, effective writing strategies and processes, and critical reading, thinking, and research. Our class meets three hours a week and requires approximately six hours of work outside of class each week.

CO150 is a gtPathways course. The Colorado Commission on Higher Education has approved Co150 for inclusion in the Guaranteed Transfer (GT) Pathways program in the [GT-2] category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information: <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

As approved by the State, CO150 addresses the Following Competency and Content Criteria:

Written Communication Competency—Criteria for Written Communication

Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

Student Learning Outcomes (SLOs) Students should be able to:

1. Employ Rhetorical Knowledge

a. Exhibit a thorough understanding of audience, purpose, genre, and context as rhetorical situations.

2. Develop Content

a. Create and develop ideas within the rhetorical situation and the assigned task(s).

3. Apply Genre and Disciplinary Conventions

a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

4. Use Sources and Evidence

a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.

b. Follow an appropriate documentation system.

5. Control Syntax and Mechanics

a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice.

CO2 Content Criteria

1. Deepen Rhetorical Knowledge

- a. Focus on rhetorical situation - including audience and purpose.
- b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
- c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.

2. Deepen Experience in Writing

- a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
- b. Critique one's own and other's work.
- c. Practice reflective strategies.

3. Deepen Critical and Creative Thinking

- a. Evaluate the relevance of context.
- b. Synthesize other points of view to form and then within one's own position.
- c. Reflect on the implications and consequences of stated conclusions.

4. Use Sources and Evidence

- a. Select and evaluate appropriate sources and evidence.
- b. Evaluate the relevance of sources to the research question.

5. Deepen Application of Composing Conventions

- a. Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
- b. Use specialized vocabulary, format, and documentation appropriately.

Specific Objectives

Through this course, you can look forward to:

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

This curriculum is also designed to **help us reach three broader educational goals:**

- Engage as **active members of the CSU community**
- Engage as **active and interested learners**
- Develop understanding of **your position as a world citizen** responding to significant global challenges

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

Required Text: *The Norton Field Guide to Writing with Readings and Handbook*, 4th Edition + updated MLA
Bring your book to every class, please.

Canvas: Detailed instructions for all graded activities and assignments will be posted to www.canvas.colostate.edu (excluding “Participation,” “Reading and Homework,” and “Workshops” criteria: see below). You should also look to Canvas to see daily notes if you miss a class or want extra resources. Your ongoing grade will be posted to Canvas, and you may have the option of submitting some graded work through Canvas. Finally, it is mandatory for you to receive emails from me sent through Canvas.

Overview of Course by Unit:

Unit One: Rhetorical Situation, Reading Strategies, and Writing as Process

Unit Two: Summary and Analytical Response: Levels of Critical Thinking

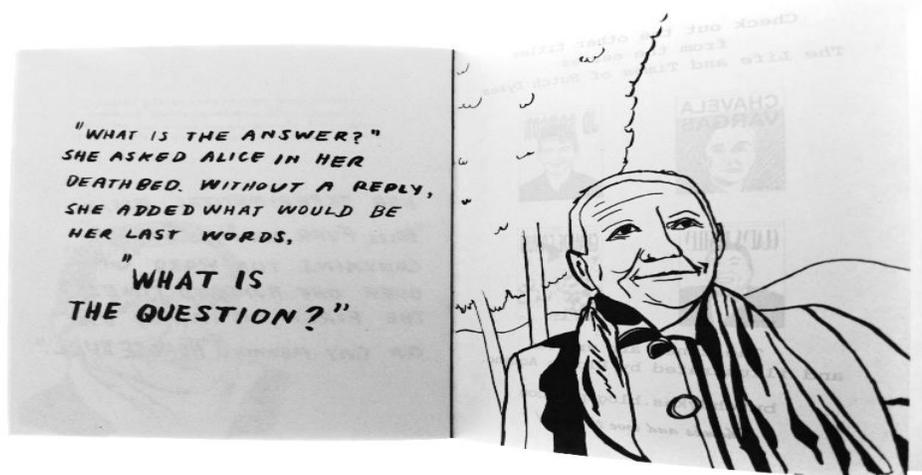
Unit Three: Cover Letter with Audience Analysis

Unit Four: Annotated Bibliography: Evaluating Resources and Research Strategies

Unit Five: Contextualized Basic Logos with Diverse Source Outlooks “Facebook” Post

Unit Six: Argumentative Essay: Academic and Professional Argumentation

Unit Seven: Reflective Narrative: Reflection and Narration



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HELP with your writing: **CSU’s Writing Center**: The Writing Center is a **free**, confidential service that provides feedback at all stages of the writing process with both online and face-to-face tutoring available.

Visit for more information: <http://writingcenter.colostate.edu/> 970.491.0222

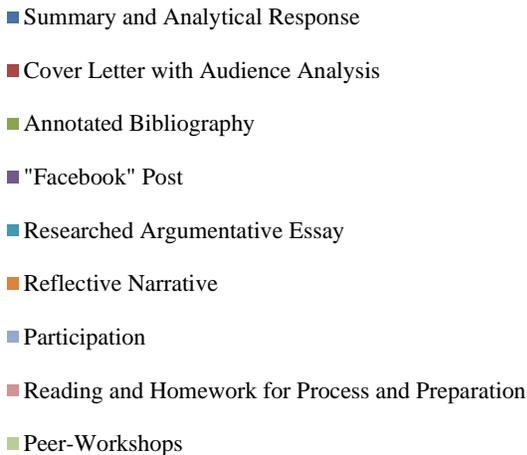
Helpful Online References:

For additional help with **evaluating sources, plagiarism awareness, MLA, grammar**, and more:

<http://writing.colostate.edu/tools.cfm>: Writing@CSU | The Writing Studio

<http://owl.english.purdue.edu/owl>: Purdue Online Writing Lab

Grading:



Brief Descriptions of Major Assignments:

***Academic Summary and Analytical Response with Rhetorical Terminology = 10%**

A one-page summary of a class reading of your choice followed by a two-page analytical response that considers your selected reading's audience, purpose, genre, and context to inform *The New Yorker* readership.

***Cover Letter with Audience Assessment = 10%**

After selecting the company or individual of your choice, you will investigate the values and expectations of your selected audience online and write a job/internship application, prospecting, or a networking cover letter.

***Annotated Bibliography = 10%**

As a tool to support your current and future thinking and research, you will create four one-page annotations with unbiased summaries followed by evaluations that judge the reliability and relevancy of each source. Since the Annotated Bibliography is primarily a tool of process, as the researcher, you are the primary audience.

***Contextualized Three-part Analysis with Diverse Stakeholders "Facebook" Post = 10%**

This post can be shared with a real audience or simply imagined as a social media post. The idea is to focus the research you began with your Annotated Bibliography to crystallize your understanding of your topic, ensure consideration of a range of perspectives and/or roles, and, possibly, get feedback from a real audience.

***Researched Argumentative Essay = 25%**

Driven by a debatable thesis that is fully supported by logical reasons and academic evidence, this essay must demonstrate considerable research and complex thought, and it must consider a counterclaim. In order to impress your primary audience of scholars, you must put forth a polished piece that shows a keen understanding of argumentation as a genre and a mastery of the skills highlighted by previous assignments and units.

***Reflective Narrative = 5%**

Keep all assignments, notes, etc. from our class organized to refer to at the end of the term to aid you in generating this two-page text written to the person(s) and/or organization(s) that help fund or fully fund your education. A central question you might consider for this assignment is:

- How has your experience in this class changed the way you read/listen, research, understand, assimilate, and communicate ideas for a range of audiences, purposes, genres, and contexts?

Participation Points = 10%

Participation Points: Because this is a dialogue-centered course, points are earned with respectful involvement and consistent attendance:

Involvement means consistently offering attention to class activities and discussions. Listen to peers and instructor with full attention: no side conversations, texting, sleeping, etc. as being “present” means that your attention is present. Be prepared so that you can thoroughly participate. Communicate respectfully; growth can be challenging, but please invest in kindness. Invest in your personal responsibility. Practice integrity. **In fairness to yourself, your peers, the material, and to me, please only come to class if you are well enough and interested enough to at least listen attentively.** Remember, being in our class is a privilege, and it is part of my job to create an optimal learning environment for the greatest number of students, part of which may be holding students accountable to class values, even when that’s tiresome for me and perhaps you. I reserve the right to alter these hundred points based on my records, perceptions, and observations of engagement, concentration, and contribution. None of this is to suggest that a diversity of voices or passionate discourses are unwelcome, such assets will be at the core of our success. Let me also be clear that you can leave the room at any moment for any reason – there is no need to ask permission. Still, if you are gone for more than ten minutes of class, that day counts as an absence.

Attendance will be taken each class. **Each student is allotted three “free” absences.** Otherwise, absences can only be excused if you provide timely documentation (within two weeks) from CSU for sanctioned activities (eg. athletics or holidays), court, military service, or a medical professional including **CSU’s Student Case Management Office:** 970.491.805 + @ <http://www.studentcasemanagement.colostate.edu>

It is not my responsibility to request documentation for an absence you would like excused. **Unless** you need help or are providing documentation to excuse an absence, in general, ~ **PLEASE NO EMAILS to me to explain why you were not or will not be in class. I fully trust that you have a good reason,** so I do not need to know it. Please help me stay focused where I’m needed among my 100+ students.

After Three “Free” Unexcused Absences:

- ✓ An additional unexcused absence (4 total) = - **10 points** (from Participation Points)
- ✓ Two additional unexcused absences (5 total) = - **20 points** (from Participation Points)
- ✓ Three additional unexcused absences (6 total) = - **40 points** (from Participation Points)
- ✓ Four additional unexcused absences (7 total) = - **100 points** (from Participation Points)

If you show up after roll is taken, you may be marked absent; it is your responsibility to talk with me directly after class so I may amend the day’s record. Similarly, if you are leaving early, it is your responsibility to sign the roll sheet before you leave. **Leaving more than ten minutes early or arriving more than ten minutes late will be recorded as an absence.** In the very unlikely event that I ask you to leave, that day will be an absence. Finally, in the event that your attendance starts to affect your grade, it is not my responsibility to notify you. **Please be attentive to your own attendance.** Participation Points are not calculated into midterm grade.

We are all in the same small boat here. Students not committed to class can be like holes in our vessel. This method requires accountability and commits to personal discipline in service of an uplifting group dynamic, which often carries great personal growth, too. This is a system meant to reward concentrated **exploration** and consistent **effort**.

Clarifications: **Laptops and Phones:** If you use a laptop, please sit so that your screen does not distract others. Please, no text messaging during class; remember, being present means that your attention is present. If you appear to be using your laptop or phone for activities unrelated to what we are doing in class, it will affect your points. Inappropriate technology use may be addressed by me openly as part of class. **Side Conversations:** Inclusion is important in our class. When working in small groups, please make an effort to engage with your group and every member. When we are speaking together as a class and when I am lecturing, it is important that you contribute to the whole conversation rather than hold a private conversation. Your questions and comments are welcome within our shared sphere, and you may be surprised to see the ways in which your voice can add to the experience. In contrast, side conversations are distracting and can make others feel unsafe. Side conversations may be addressed by me openly as part of class, and choosing to engage in this way will affect your Participation Points.

***Reading and Homework for Process and Preparation = 10%**

Four random “Reading Assignments” checks and six out-of-class assignments (see “Calendar”). Worth ten points each. **A 3.0 credit class requires at least two hours of homework for every hour of class, which means you commit at least nine hours a week to this one class. Reading and research are vital.**

Reading Assignments: You will **annotate every assigned reading (or create a one-page summary or outline)** to facilitate classwork and your own learning. These will randomly be checked during class as part of your homework grade. If you are not in class the day a reading is randomly checked, the points cannot be made, **which is the reason why** we will play a few “extra credit games.” You need only bring the reading for that day; I will not do back checks. Failure to respond in detail to ALL readings for that day will result in zero credit for that day. **Work must show an awareness of each reading’s key points and sincere, complex engagement.**

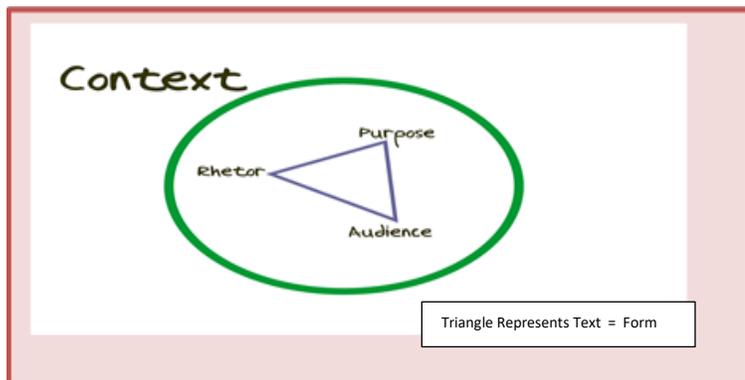
***Five Peer-Workshops = 10%**

Workshop Policy: Each workshop is worth 20 points. We will actually have six workshops, but you only need to be present for five of the six to earn all points, although I highly suggest attending all six if possible. Students who attend all six will receive +5 points extra credit. Unless otherwise noted in our “Calendar,” to join, you must bring a typed, complete draft. A complete draft means a draft with a beginning, middle, and end that closely resembles the assignment. Bringing an outline, a short draft, or no draft at all will result in you losing all points for that workshop. If you waste your peers’ time by trying to pass off a nonsensical or incomplete draft, you will lose all workshop points for the day x2 (= 40 points), so please choose to be honest and considerate. Ideally, your paper will be as strong as you can make it on your own so that your peers can help you improve your best effort, so **think of final workshop days as the actual due dates**. BE ON TIME. If you arrive late, you will only be able to earn up to half credit. You are expected to be thorough in your feedback, and you must be clearly engaged the entire workshop. For workshops, you may bring your drafts on laptops (no phones) or paper. These tend to be super helpful for students!

+/- grades will be given at the end of the semester, according to the following % grading scale:

A+ = 4.0; A = 4.0; A- = 3.667; B+ = 3.334; B = 3.00; B- = 2.667; C+ = 2.334; C = 2.00; D = 1.00; F = 0.00)

Some time ago, the University eliminated C-, D+, and D- grades as options for a final grade.



CSU’s Counseling Services:
This class contains mature content.
If you want help processing your reactions to course material or require assistance in any circumstance in your life, please utilize CSU’s Counseling Services:
(970) 491-6053 + @
<http://health.colostate.edu/services/counseling-services/>

Accommodations: Any student eligible for academic adjustments because of a **learning disability or medical condition** should contact the Office of Resources for Disabled Students at (970) 491-6385 for development of appropriate accommodations. Instructors are only allowed to make accommodations after receiving appropriate documentation. Similarly, **religious and CSU-sanctioned events (like sports-related activities)**, with documentation, may create allowances such as a different opportunity to earn points, excuse points, and/or mild extensions of due dates.

Assignment Due Dates and Missed Class: If you miss class, **you are responsible** for finding out what you missed and which handouts or notes you may need to obtain – potentially from Canvas, one of your peers, and/or the guidance of our syllabus and calendar. You are always welcome to stop by my office hours or email me for additional clarifications **after** you have utilized other resources available to you, including: Canvas, our “Calendar,” rubrics and directions for assignments, this syllabus, a peer’s notes, or a chat with a peer, etc. **Did you miss something? Yes.** You are responsible for knowing which assignments are due and when. All assignments are due at the beginning of class and in hard-copy format, unless clearly stated otherwise on Canvas. ***Late work is not accepted.*** Problems with technology are not an excuse for late work; please, allow enough wiggle room to compensate for potential problems. Save longer works in multiple places. **You can always turn work in early.**

If you have an emergency, illness, trip, etc. that prevents you from being in class the day an assignment is due:

Simply email me a copy when or before it is due.

The email is not a replacement for a hard copy, and no grade or assessment will be offered until the hard copy is provided. A hard copy must be provided within three class days of the email “place holder” or the assignment will receive a 0. The hard copy must match the email. However, this is only true of assignments worth more than ten points; for smaller homework assignments, the email submission alone will do for full points.

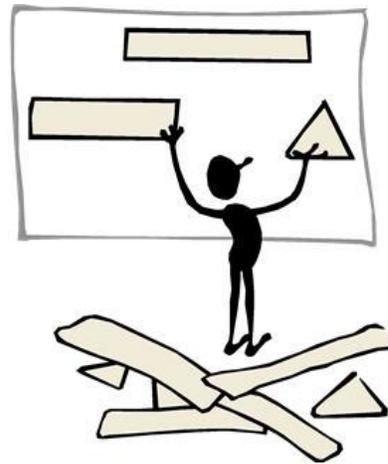
Plagiarism and Academic Honesty: Plagiarism will not be tolerated. Plagiarism can lead to a reduced/failing grade for the plagiarized work, a failing grade in the course, and/or removal of the Repeat/Delete option for the course. **This class adheres to the Academic Integrity Policy of the General Catalog and the Student Code of Conduct. In cases of suspected academic dishonesty, all instructors are required to forward documentary evidence to the Office of Conflict Resolution and Student Conduct Services.** If at any point you are uncertain whether or not you are incorporating the ideas and language of others correctly, ask me or visit the Writing Center. The other cases are obvious; do not choose them. Value your own work.

CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation Policy designates faculty and employees of the University as “Responsible Employees.” This designation is consistent with federal law and guidance and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking, or retaliation. This includes information shared with faculty in person, electronic communications, or in class assignments. As “Responsible Employees,” faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety. **Resources:** o Emergency Response 911 o Deputy Title IX Office of Support and Safety Assessment [\(970\) 491-1350](tel:9704911350) o CSU Police Department (non-emergency) [\(970\) 491-6425](tel:9704916425) . o For counseling support and assistance, please see CSU’s Consoling Services information listed on the previous page. o Also, Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and can be of great help to students who have experienced sexual assault @ www.wgac.colostate.edu/need-help-support.

REsearch

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Keep in Mind: This class guarantees to be a rewarding experience if you bring yourself to it with consistent attention, discipline, and curiosity. Your degree of growth will reflect your efforts. This class celebrates diversity of all kinds. It is important that you feel valued in our class; please, bring any concerns to my attention immediately.

Agreement: Your decision to remain in this class demonstrates your agreement to all of our class policies, including a resolution to respect and uphold result of class voting, and your willingness to make a sincere commitment.

Curious, Courageous, Critical, and Respectful Discourse Matters.

Policy and Schedule Changes: If needed, changes to this syllabus will be made in the best interest of the class as a whole. Changes will be announced during at least one class period and posted to Canvas or emailed to the class in advance of effect.