



College Composition

Synchronous Online CO150.42

MWF 12 – 12:50 p.m. MST

CRN: 61457

Location: Section's Canvas (and Zoom)



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

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 11 – 11:50 a.m. MST, Wednesdays and Fridays 2 – 2:50 p.m. MST, or by appointment

Office Hours Basics: A pre-prepared, specific question or goal from you will help us be productive. Please bring all associated materials relevant to your question/goal with you. Do come by as needed ~ I'm here to help!

Please simply drop by. Zoom Link Posted to Canvas: *Home* page top module under "Office Hours."

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://higher.ed.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, 5th Edition*, Bullock, et al.
ISBN: 9780393655803

Bring your physical or digital copy of the book to every class with the reading for the day complete, please.

A **3.0 credit class represents two hours of reading and/or homework for every hour of class, which means you commit nine hours a week** to this one class. Reading and research are vital for savvy completion of assignments and workshops as well as deeper, and hence more accurate, understanding.

Overview of Course:

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

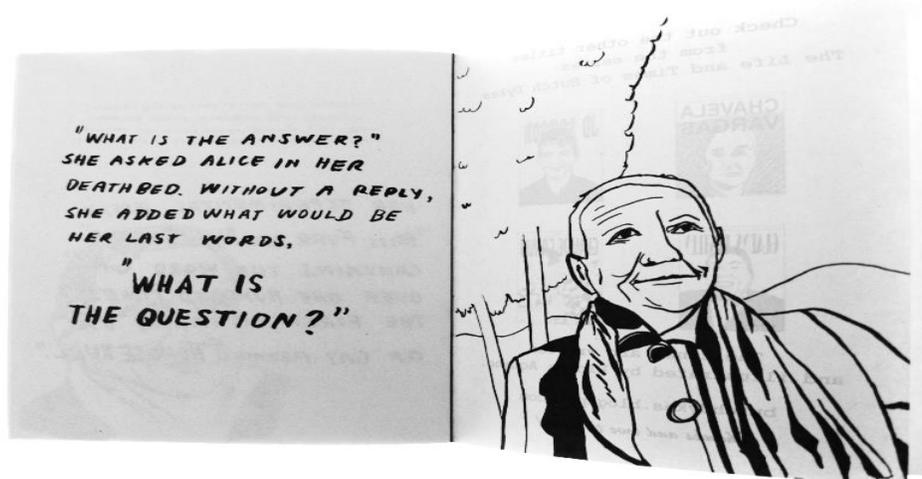
Unit Two: Summary and Analytical Response: Levels of Writing and Critical Thinking

Unit Three: Cover Letter with Audience Assessment: Rhetorical Situation as Writer

Unit Four: Annotated Bibliography: Evaluating Resources and Research Strategies

Unit Five: Contextualized Argument with Diverse Rebuttal and Academic Sources as Essay

Skills, vocabulary, and awareness build on each other from one unit to the next.



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

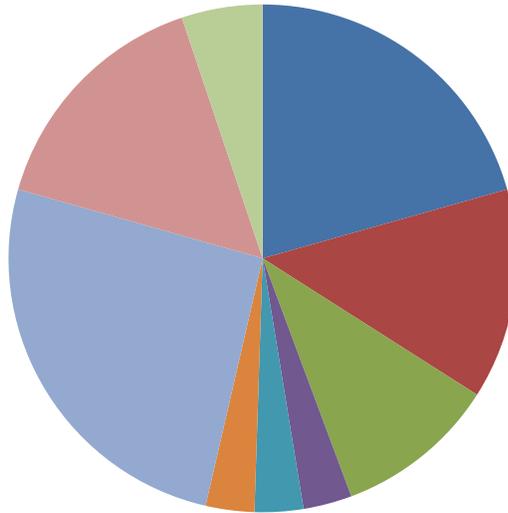
Other Helpful References:

For additional help with **evaluating sources, plagiarism awareness, MLA, grammar**, and more:
https://owl.purdue.edu/owl/purdue_owl.html: **Purdue Online Writing Lab**

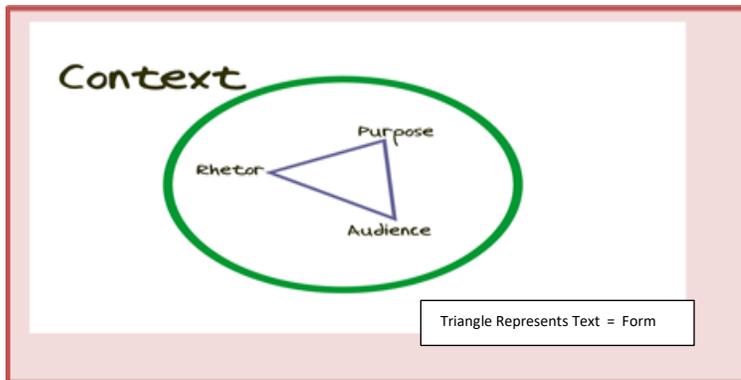
See "**Resources for Health and Support**" file top of Canvas *Home* for comprehensive list of health services.
CSU COVID-19 site: <https://covidrecovery.colostate.edu/>

Grading:

- Summary and Analytical Response = 200 points
- Cover Letter with Audience Assessment = 130 points
- Annotated Bibliography = 100 points
- Contextual Introduction Draft = 30 points
- One Reason Proven By Evidence Draft = 30 points
- Counterclaim Draft = 30 points
- Researched Argumentative Essay = 250 points
- Peer-Workshops = 150 points
- Five Homework Assignments = 50 points



+/- 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
(CSU 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) 491-7121 +
@ <https://health.colostate.edu/about-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 + <https://disabilitycenter.colostate.edu/> for development of appropriate accommodations. Instructors are only allowed to make accommodations after receiving appropriate documentation. Similarly, **religious** (please simply help me be aware of any holiday related to missed work) **and CSU-sanctioned events (like sports-related activities** with documentation) create allowances such as a different opportunity to earn points, excuse points, and/or mild extensions of due dates. Same goes for personal upheaval; CSU's Counseling Services (see above) or Student Case Managers (<https://studentcasemanagement.colostate.edu/>) can also provide appropriate documentation. Provide any and all documentation within two weeks of sought exception.

Assignment Due Dates: You are responsible for following along with the pace of our class on Canvas and through optional Zoom opportunities. You are responsible for knowing which assignments are due and when. Completion of assignments requires utilization of class textbook, scholarly sources, and detailed and varied Canvas materials. **Late work is not accepted** without Accommodations documentation (listed above). Documentation must be provided within two weeks of sought exception. 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.**

I am committed to ensuring student access through **electronic content compliance**. Please let me know if you ever have any issue accessing any online material: <https://www.libarts.colostate.edu/faculty-staff/resources/accessibility/>

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. **The course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. 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. Other cases are obvious; do not choose them. Value your own work! **turnitin plagiarism detection is used in this course.**

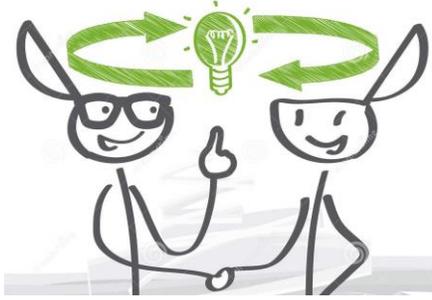
CSU’s Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation Policy designates faculty and employees of the University as “Responsible Employees.” This designation is consistent with federal law and guidance and requires faculty 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: A decision to remain in this class demonstrates your agreement to all of our class policies, including a resolution to uphold results of class voting, which is always decided by the majority, and your firm willingness to make a sincere commitment to the rigor of the course and the care of our community.

Important information for students: All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location. If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are required to fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting. When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps. For the latest information about University COVID resources and information, please visit the CSU COVID-19 site: <https://covid.colostate.edu/>.

Discourse Matters. Like an Ancient Greek marketplace, can we offer insights and observations to this gathering place with an eye for context and a commitment to a larger truth? Can we greet each opportunity by contributing what is possible – realizing that listening is also a powerful and necessary contribution? If truth and collective health are our shared goals, we can maintain the courage to look at data and hear diverse opinions to gain what each adds to our understanding, knowing that we can respond with our own additions or concerns and discard what doesn't serve. If together, we can nourish question asking, sustained examination, and commitment to consistent participation and preparation – what can we accomplish? Can we give the people around us generous space to change their minds and develop new thoughts and structures? Can we give ourselves this same generous space? Can we honor with gentle humility our imperfections and struggles? Can we get excited about discoveries and new or advanced skills? Can we open to criticism as a vehicle toward learning and growth? Can we investigate what it means to have an “informed opinion”? Can we hold ladders but also close tired doors as we move forward with new focus? Will we support good efforts, hard work, and processes by resisting any desire to gripe, blame, or shame? Will we listen to understand – giving each moment our full and respectful attention? If this is to be a place of learning, will we make it a place of kind and critical curiosity?

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.